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ABSTRACT

Designed to assist young people to live together more harmoniously, this third of a series of three detailed teacher's guides is meant for grades 7-12. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

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DIMENSIONS FOR LIVING
A TEACHING GUIDE
Grades 7-12

produced by the
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FOREWORD

The family is the cornerstone of society. It is the family which nurtures our young, holds up standards, passes on values, gives the child an image of himself, instills compassion, demonstrates loyalty, motivates aspirations, and teaches love by giving it. In this age of instant communication, high mobility, changing standards and tumbling traditions, there are many influences which work against family life.

Not very long ago, young people grew up under the watchful eye of the neighborhood, married, settled down, and raised children with grandparents, aunts, uncles, cousins, and life-long friends all providing support and strength to the new family. Now families are moved around as casually as freight cars. For two generations of the same family to live in the same town is frequently the exception rather than the rule. Young people have easy access by automobile to the anonymity of neighborhoods far from their own. Mass media saturate the country, often presenting values that are very different from those consistent with wholesome, stable, family relationships. Economic necessity as well as society's changing expectation of women has resulted in a tremendous movement of mothers out of the home and into paying jobs. Often quality substitute child care is not available, and the impact of this deficiency is tremendous. Nowhere is the lack of child care felt more keenly than in the families which are least favored economically. Many children, by hard necessity, are growing up without the care and guidance so crucial in their development.

There is demonstrable evidence that family patterns have passed down from one generation to the next, and those children who have not had the opportunity to experience satisfying and constructive family life are likely to repeat the unhappy patterns in their own lives. Education for family living is aimed at interrupting that cycle.

The goal of the "Dimensions for Living" program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition.

Many school systems call this kind of program family life education. Students who helped develop this program did not like family life education as a name. They suggested "Dimensions for Living." By whatever name this program is called, its purpose is to assist young people to live together more harmoniously now and in the future. It is not intended to usurp any of the prerogatives of the family, but seeks only to strengthen family life. Its objective is to equip young people with knowledge and skills which will assist them to be more effective family members now and in the future families which they will establish. "Dimensions for Living" is a homemade program that was developed in response to the demand of Tidewater, Virginia, citizens who first asked for it when some 2,300 of them met in 1969 at the first Tidewater Conference on Family Living. Included were teachers, school adminstrators, physicians, clergy, a variety of other professional disciplines, as well as just plain interested parents from diverse racial, cultural and economic backgrounds.

With the cooperation of the Norfolk School Adminstration and the enthusiastic endorsement of Dr. Albert L. Ayars, the Tidewater Assembly on Family Life received a grant from the Office of Education under the Emergency School Aid Act (ESAA) for the school year 1973-74. This grant made it possible to involve directly 355 parents, 1,300 students and 52 teachers who designated what they thought ought to be included in a school program. The grant also made it possible to arrange for consultant services from Dr. Michael Sporakowski in the Department of Housing, Management and Family Development at Virginia Polytechnic Institute and State University and Dr. Ned Gaylin, Department of Human Ecology, University of Maryland. Twelve classroom teachers provided assistance to the consultants in a week-long workshop made possible by the Norfolk School Administration. Dr. Sporakowski, in consultation with Dr. Gaylin, wrote the first draft of the teaching guide.

In the school year 1974-75, the Tidewater Assembly on Family Life received a second grant under ESAA. In that project year 14 teachers from Norfolk schools under the leadership of Dr. Anne McKinney, Norfolk State College, and Dr. Judith Shapiro, Old Dominion University, revised and rewrote the material already in hand and prepared themselves to teach it. Simultaneously parents and teachers in 47 schools in the Norfolk system had an opportunity to review and react to the suggested guide at meetings conducted by the Assembly's ESAA project staff.

The Assembly's third ESAA grant for the 1975-76 school year supported a pilot program carried out by 21 teachers in six schools with field site supervision from Dr. McKinney and Dr. Shapiro. At the same time parent groups were organized in each of the pilot schools under the leadership of the ESAA project staff members, Mrs. Marylin Copeland, Mrs. Ruby Hoyt, and Mrs. Mary Huneycutt. Experiences in the pilot year gave a basis to rewrite the guide and so the third draft was written by the ESAA staff under the direction of Mrs. Mary Huneycutt. Dr. Anne McKinney and Dr. Bruce Anderson gave constant support and assistance.

During the 1976-77 school year the expanded guide was used extensively in Norfolk schools. Parent education and involvement continued to be supported by a fourth ESAA grant which also funded teacher preparation.

The fifth ESAA grant, awarded for 1977-78, made it possible to introduce the program to the Chesapeake School System, funding teacher preparation as well as parent education and parent involvement in curriculum revision. The current edition of the guide reflects the experience gained in greater classroom use as well as continued parental review and comment. It was prepared under the editorial direction of Margery Loomis Krome working in close association with Mary Huneycutt and Pamela Barr, each of whom carried major responsibility in revising and rewriting the teaching guide.

The support and encouragement of the Norfolk and Chesapeake School Administrations and their Boards is acknowledged with gratitude. Dr. Albert L. Ayars and Dr. Kenneth E. Fulp, the respective Superintendents of Schools in Norfolk and Chesapeake, have demonstrated their commitment to the idea that strong families are essential to society, and they have provided outstanding cooperation to this program. An early advocate, who has continued unflagging in his support, is Vincent J. Thomas, Chairman of the Norfolk School Board at the inception of this project and presently Chairman of the State Board of Education in Virginia. The leadership of Thomas R. McNamara, Chairman of the Tidewater Assembly on Family Life throughout the early development of the curriculum guide, was indispensable.

It is hoped that the hundreds of parents, students, teachers, members of the Assembly's task forces and other Tidewater citizens and agencies who helped make this program a reality will accept this expression of appreciation as being directed to each one of them individually.

Jean Bruce, Director
Tidewater Assembly on Family Life

TIDEWATER ASSEMBLY ON FAMILY LIFE

The Tidewater Assembly on Family Life is a voluntary, non-profit citizens group active in Eastern Virginia whose objective is to strengthen family life. From its inception it has limited its efforts to those areas of interest which are amenable to change through education.

BACKGROUND

In the mid-sixties the Health-Welfare-Recreation Planning Council which serves east Chesapeake, Norfolk, and Virginia Beach began receiving requests to endorse a variety of programs concerned with social problems such as venereal disease, drug abuse, unwed pregnancies, and juvenile delinquency. The Planning Council's Board of Directors concluded that it would be more constructive to focus on planning for programs which are preventive in nature.

Recognizing that the family is the most influential factor in the development of individuals, the Planning Council responded to a request from the Virginia Council on Family Relations by organizing a Family Life Steering Committee from the communities which the Planning Council serves. With the support of George F. Rice, the Council's Director, Mrs. John E. Krome, Community Planner, provided initial leadership. Subsequently, the Junior League of Norfolk, Inc. (which later changed its name to the Junior League of Norfolk-Virginia Beach, Inc.) formalized its earlier interest and became a joint sponsor of the Family Life Project. An invitation to the Health-Welfare-Recreation Planning Council of the Portsmouth Area to join the effort was accepted. Throughout the early years of the Assembly the Portsmouth Council contributed funding and Council representation. The Assembly serves the four cities of Chesapeake, Norfolk, Portsmouth, and Virginia Beach.

The Steering Committee agreed to adopt the name, Tidewater Assembly on Family Life. It was anticipated that many professional disciplines would have contributions to make to its efforts, as would representatives from PTAs, church groups, and numerous civic organizations. This did, indeed, prove to be the case. The result is an informal association of individuals and groups with an interest in strengthening families. The Assembly has assumed that families are not ineffective by choice but that successful family relationships are neither instinctive nor accidental. The emphasis of the Assembly has been on the prevention of problems by encouraging programs which will assist families to learn how to function more effectively.

The Steering Committee decided that a logical first step would be the convening of an areawide conference to focus attention on the need for strengthening families, to pool available resources and to reach some community consensus regarding how to proceed. The Junior League offered to underwrite the expenses of a family life project for one year, including the expenses of the conference and the salary of a part-time staff person. The conference was planned to bring together three elements of the community: professionals with skills to give to family life education, citizen leadership with the power to implement change, and parents from all social and economic strata.

The Tidewater Conference on Family Living was convened February 19 and 20, 1969, and was attended by more than 2,300 residents of the Tidewater area, who reflected both parental concern and professional viewpoints. The theme of the conference was "Strengthening the Family, the Cornerstone of Society." The purpose of the conference was: "To demonstrate that practical techniques and teachable skills exist to promote stable, happy home life and to enable people of all ages and backgrounds to live together more constructively."

In recognition of the fact that the Tidewater Conference on Family Living could only be a first step in mobilizing these communities to strengthen the family unit, the Program Planning Committee requested that every workshop and every roundtable discussion group make recommendations concerning the programs they believed to be needed. From the recommendations a long-range plan was formulated to encourage the development of positive programs to strengthen family life using all the communities' resources. Because the school systems have such a major concern for the stability of the family unit, the long-rang plan was presented to each school administration in the four cities and received their approval. Program planning activities have been carried out by six task forces composed of volunteers, many of whom pursue professions which are family related.

CURRICULUM TASK FORCE

One of the most important conference recommendations came from the Workshop for Educators. Attended by teachers, counselors, administrators and School Board members, it asked that long-range planning begin for a comprehensive program of family life education from kindergarten through twelfth grade with extensive involvement in the planning by parents and community agencies. The Curriculum Task Force was organized to carry out this mandate.

The Task Force conducted a series of discussion groups in each of the four cities attempting to reach a broad cross section of social, economic and educational backgrounds. The purpose was to determine whether Tidewater families felt that family life education was an important part of the public school curriculum. The response was overwhelmingly positive, and the conclusions of these discussion groups were shared with the administration from each of the four school systems. As a result, the Tidewater Assembly was invited by the Norfolk School Administration to plan a series of discussions with teachers in the Spring of 1972. In August of 1972 they were invited by the Virginia Beach School Adminstration to plan a day-long program for all the school nurses and counselors in the Virginia Beach School System as part of their in-service training.

The Task Force presented a seminar to area educators in October of 1972 to discuss a program titled, "Exploring Childhood," part of the Office of Education and Office of Child Development program, "Preparation for Parenthood." The Portsmouth School Adminstration requested that I. C. Norcum be chosen as one of the test sites for the "Exploring Childhood" program where it continues to be very successfully carried out at this writing.

Vincent J. Thomas, then the Chairman of the Norfolk School Board, encouraged the Tidewater Assembly on Family Life to apply to the Office of Education under the Emergency School Aid Act for funds set aside for non-profit community groups. Financial assistance could make possible the development of the comprehensive curriculum for the schools. Each of the four Tidewater school administrations agreed to participate. The Office of Education, however, refused to accept an application by the Assembly on behalf of all four school systems. Every avenue for exception was explored, including seeking Congressional help, but to no avail. Having been limited in ESAA grants to one school system until 1977, the Assembly stipulated that the results of the project would be freely shared with the other Tidewater school systems. The Curriculum Task Force asked each of the school administrations to appoint a representative to the Task Force in addition to its citizens already serving. Through this structure information was disseminated to each school administration at every stage of the developmental process.

FUNDING

The Planning Council of the United Communities received a grant in 1968 from the Junior League which made possible the First Tidewater Conference on Family Living in 1969. Subsequently the Junior League made a grant of $9,000 annually for three years to the Planning Council to pay for part-time staff for the Tidewater Assembly on Family Life. The Planning Council of the Portsmouth area made a cash contribution of $1,000 annually to support the Assembly's efforts in the Portsmouth area for three years. From January 1, 1974 to December 31, 1976, the Assembly's operating budget was part of the request by the two Planning Councils to the United Communities Fund and the Portsmouth Area United Fund respectively. Since that time the operating budget of the Assembly has been carried solely through the Planning Council budget allocation from the United Communities Fund.

EPILOGUE

In 1975 the Tidewater Assembly on Family Life received funding from the Virginia Foundation for the Humanities and Public Policy which made possible the Second Tidewater Conference on Family Living. The focus of the Conference was the ethical development of children in three environments--the family, the school, and the community. The Eastern Virginia Medical School and the Junior League were joint sponsors of this conference held September 23 and 24, 1975, which declared in its purpose:

> *The family is the basic unit of a free society. Survival of the family is necessary to civilization. Justice, respect and caring are essential to the family, and where absent must be restored.*

The conclusions reached at the second Conference on Family Life confirmed that education for family living for young people and their parents is still the highest community priority as a prevention of family breakdown.

Interest also grew out of the second Conference on Family Living for further exploration of the responsibility public education has for the development of values in young people. With funding again from the Virginia Foundation for the Humanities and Public Policy, the Tidewater Assembly on Family Life and the School of Education, College of William and Mary, co-sponsored a conference May 8, 1976. Parents, teachers, and school administrators from twenty-seven school districts were invited to participate in the examination of education's role in developing values.

The Tidewater Assembly on Family Life continues to serve the Tidewater community as a vehicle through which family concerns may be heard and community responses formulated.

TO THE TEACHER:

If the law of averages is at work, your classes this year will include students with a wide range of personalities. There will probably be a few who are a delight to teach, and probably several whose behavior is sometimes a problem to you or to others. You can expect it to include students who come from strong, supportive families, and others where you suspect their family life has not been a predominantly happy one. It will probably have one or two young people who are unusually aggressive, and perhaps a few who are distressingly passive or unassertive. It is a tall order to expect that you--one ordinary, mortal teacher, with a few needs of your own--should be able to adapt to these widely-differing needs, incorporate all these demanding challenges into a cohesive classroom, and that in addition, you should be expected to TEACH!

This teaching guide will not solve all your problems. At the same time, it is possible to assure you that through a combination of your own sensitivity to the children's needs and a regular use of activities from the guide, you can anticipate a dramatic reduction in behavior problems. We make this statement after a number of years of testing it in pilot programs, and intensive use in classrooms by teachers trained in its concepts.

You are the most important element in this program. Your non-judgmental acceptance of every student is crucial in creating an atmosphere where students can risk exploring their ideas about themselves and other people and developing as human beings. It will be very important for students to understand that there are no "right" or "wrong" answers to the questions that are raised for discussion in the classroom by the activities suggested in this guide.

You are also in a strong position to affect how the students in your class feel about themselves. You can be a major source of encouragement, a process by which you focus on their strengths as a means of building their self-confidence. By concentrating more on their successes, and minimizing the emphasis on mistakes, you encourage self-esteem.

It is important to note the difference between encouragement and praise. Dr. Don Dinkmeyer has noted:

> "...praise can be discouraging. At first glance praise and encouragement appear to be the same process. This is because both praise and encouragement focus on positive behaviors. To understand the very important differences, consider the <u>purpose</u> and <u>effect</u> of praise, versus encouragement.
>
> Praise is a type of reward. It is based on competition; it is given for winning and being the best....Praise is an attempt to motivate children with external rewards.
>
> Encouragement, on the other hand, is given for effort or for improvement, however slight. It focuses on the child's assets and strengths as a means for him or her to contribute to the good of all....Encouragement is aimed at helping a child feel worthy. Thus, it attempts to

motivate children through internal means. Also, unlike praise, encouragement can be given at a time when children are 'down' -- when they feel they are not doing well enough or when they are facing failure."[1]

When discussing sensitive issues such as family constellation, values, relationships, religion or self-concept, you should emphasize that there are many ways that are "right" and that differences are desirable and to be expected. You will find that activities throughout this guide are directed toward opening opportunities for students to discover new abilities, learn new skills and reinforce their sense of being worthwhile individuals. There is also much emphasis on the importance of young people learning to take responsibility for their own actions. When a teacher's attitude reflects respect for the student and confidence in the student's ability to act responsibly, the teacher-student relationship becomes more a partnership and less the authority-antagonist pattern which can damage a good learning atmosphere.

Teachers who have used "Dimensions for Living" in pilot programs have had many remarkable and encouraging experiences. They have found that students enjoy bringing out the best in each other. They have discovered that "getting-along-with-each-other" is a skill which can be taught, and that as it is learned, outsiders can readily observe a change in attitudes among students in the classroom, on the playground and even in their own homes and families.

No one expects you to accomplish all these miracles by yourself. In fact, we urge you to recruit helpers. By acquainting other school personnel with the goals of "Dimensions for Living" and by encouraging them to cooperate with efforts to enhance the self-concept of each student in the school, you can increase the impact of the program to a significant degree.

Teachers have found it extremely worthwhile to encourage parents to participate in programs such as STEP (Systematic Training for Effective Parenting).[2] Parents' increased skills in parenting are frequently reflected rather swiftly in improved family relationships, with the results often carrying over visibly into the classroom. Whether parents come to you with concerns about their children, or you find it necessary to seek them out to discuss a problem you observe, you can help everyone concerned - parent, child, and yourself as a teacher - if you can enlist their cooperation with the goals of the curriculum guide. Furthermore, once a group of parents has been enrolled in a parenting course, word spreads rapidly and you will have less trouble interesting other parents in such a series of classes thereafter.

Many valuable suggestions concerning techniques for holding "class meetings" are contained in Dr. William Glasser's Schools Without Failure (Harper & Row, 1969).[3] In particular, his chapters 10, 11 and 12 deal in considerable detail with the concept of holding regularly-scheduled meetings of the entire class. Discussion may focus either on social problem-solving or on open-ended topics of concern to the students.

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[1]Don Dinkmeyer, Ph.D., and Gary D. McKay, Systematic Training For Effective Parenting, Parent's Handbook, (Circle Pines, Minnesota: American Guidance Service, Inc., 1976), p. 37.

[2]Ibid.

[3]See bibliography.

Dr. Glasser's experience has shown that the class setting can be regularly used for group problem-solving, with the students developing a sense of appropriate responsibilities for themselves as individuals and for the group as a whole. Chapter 12 in his book is a gold-mine of stimulating suggestions for launching a lively discussion, and keeping it in a good orbit, once launched.

The order in which the goals appear was intended to provide a logical progression. Their arrangement does not imply that one goal is more important than another, nor is it necessary to undertake activities in the same sequence as they appear in the guide. You might well choose to initiate your year with an activity on interpersonal relationships from Goal V. The class reaction to that exercise could suggest that you would next use activities relating to self-concept from Goal II. There is no expectation that you should try to use all of the activities. Perhaps only one or two activities under an objective will be appropriate for your students' age level. Your familiarity with the needs of your class will permit you to choose from a variety of suggestions, making your own adaptations to a given activity according to the physical facilities of your classroom and the time available to you.

Some of the activities carry special notations at the beginning; these are intended to assist you in your lesson planning. They may include a suggestion as to the most appropriate grade level (GRADES 7-9), a note as to subject areas in which the activity could be useful (SOCIAL STUDIES), or an indication that the exercise would be best used at a certain time of year (BEGINNING OF SCHOOL YEAR, HALLOWEEN).

Throughout the guide you will find references to techniques and procedures (role-playing, for example). Rather than discuss details of these in many places, we have included general directions on them in the "How To..." section at the end of the volume. A few minutes spent reading it early in the year will increase your confidence in using the techniques suggested in the guide.

Immediately following this section you will find a story by Art Buchwald, "Love And The Cabbie," which reflects exactly the spirit of this curriculum guide. We are confident that through small but important actions and attitudes, people's lives can be changed in a positive way, and Mr. Buchwald's taxi driver has said it for us perfectly.

We believe that you and your students will find that many of these activities are fun. Laughing and enjoying yourselves together can have a magical effect on the learning that takes place in your classroom. We hope that you will find, as have our pilot teachers, that teaching students new skills for living life better can be rewarding, entertaining and distinctly worthwhile.

INDEXING:

You may find it increases the convenience of this guide to insert indexing tabs on the right-hand edges of the pages which mark the beginning of each Goal. To make this easier for you, the correct position for each tab has been indicated on the Goal Statement pages. You can locate these by flipping the edges of the guide, but they will be more readily found if you either slip a paper clip over the page at the "GOAL" mark or glue a tab index to the correct pages.

LOVE AND THE CABBIE[1]
by Art Buchwald

I was in New York the other day and rode with a friend in a taxi. When we got out my friend said to the driver, "Thank you for the ride. You did a superb job of driving."

The taxi driver was stunned for a second. Then he said:

"Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the City."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has twenty fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shop-keepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your goodwill to others."

"I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with ten different people today. If, out of ten, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. I didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

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[1]See bibliography.

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. "That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will feel better for it. Somehow the City will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the City become kind again is not an easy job, but if I can enlist other people in my campaign..."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

GOAL I: To expand students' understanding of the family as an enduring influence in the overall growth and development of the individual.

Instructional Objectives:

A. The student will be able to discuss the family in relation to the larger society.

B. The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

C. The student will be able to define some of the responsibilities he can expect in his present family and in any future family he will establish as an adult.

D. The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

GOAL I

NOTES TO THE TEACHER:

In all discussions with your class about the family, you will need to keep in mind that your students come from many different family situations. The student whose father has deserted the family, and the one whose parents are divorced are both young people who will need strong support in discussions on family structure, if they are not to feel that their own family is inferior. When your attitude reflects that the traditional family is not the only kind, you will set a good tone for discussion.

When introducing the concept of family, you may want to point out that there are several definitions or ways to describe a family. The following are examples:

- "the persons who live in one house, and under one head, a household."
- "a group of closely related individuals."
- "persons related by blood or marriage; relatives; kinfolk."
- "the most instinctive, fundamental social or mating group in man and animal, especially the union of man and woman through marriage and their offspring; parents and their children."

When an activity is introduced involving discussion of specific family roles, it might be helpful to remind the class casually that there are many different kinds of families and that if the student's family does not include every member mentioned in the exercise, there are many substitutes which can be used. Where the family does not include a father, the student might like to think of a grandfather or uncle, older brother or close friend of the family. The same kind of substitutes (grandmother, aunt, older sister, friend of the family) can be suggested when there is no mother in the family. Even with a matter-of-fact approach, this kind of activity may result in some students expressing feelings of sadness or anger or loneliness. Your sense of the situation will help you to respond supportively so as to make the experience a constructive one for the student who may not previously have been able to express feelings concerning breaks in his family relationships.

The teaching guide was developed using classes in parenting education as a parallel activity. The enthusiasm of parents who have taken parenting classes has been overwhelming, and based on their evaluations, we can strongly affirm that teachers will find it worthwhile to assist parents in finding and enrolling in such courses.

Material contained under Goal I is particularly relevant when used in conjunction with cognitive units relating to social studies. Also many of the activities in this unit can be appropriate with other goals, particularly Goal IV and Goal V.

GOAL I, OBJECTIVE A: The student will be able to discuss the family in relation to the larger society.

Sample Learning Outcomes:

- Be able to define the meaning of "family" without use of a dictionary.
- Be able to discuss expanded meanings for the word "family."
- Be able to formulate his own ideas of the kind of family he would like as an adult.

ACTIVITIES

1. A) Ask the students to write or state their definitions of "family." Have volunteers share their definitions and list these on the board. Help the class reach a sound and practical meaning of "family" in today's society with which all students agree.

   B) Use an opaque projector to show pictures of various groups of people, such as a football team, scout troop, choir, class of students, etc. Have the students discuss and decide whether the groups pictured are "family" groups according to the class definition they developed. Ask the students to give reasons to support their opinions and discuss these.

2. A) Narrate the following paragraph.

   "You belong to a family--your family. You belong to many other families, too. Some of them are on the circle pictured below. The smallest circle shows your family. The next circle shows a bigger family--your neighborhood family. The biggest circle on this graph shows the family of man. Look at the circles, and answer the questions for each circle."

GOAL I, OBJECTIVE A: The student will be able to discuss the family in relation to the larger society.

Distribute the diagram to each student and discuss it.

B) 1) Who is in this family? Who isn't?
2) How much space does this family occupy?
3) How is the family organized?
4) What do members of this family have in common?
5) Is this circle a family to which you feel you belong?

C) Ask the class to make an album of families. Start with a page of their own family:

1) Collect photos, pictures, captions.
2) Draw or take more pictures.
3) Write stories about this family.

Do the same for each family in the circle diagram.

3. (ENGLISH, COMPOSITION) Ask the students to write a haiku poem about their family. A haiku is a Japanese poetry form which does not need to rhyme. It is composed of exactly 17 syllables, five in the first line, seven in the second, and five in the third. Examples:

My family loves
each very special person
within its warm fold.

My family breathes
life into daily living,
freeing the spirit.

4. A) Write each of the following words on the chalkboard. Instruct the students to define each of the words on paper in one sentence without consulting a dictionary:

family
home
sibling
security
house
love
loyalty
father
mother

B) Ask the students to share their definitions with each other in small groups. Require each group to compare their written definitions with dictionary terms.

C) Summarize the work of the small groups by sharing the findings of each with the class.

5. A) Ask the students to list their grandparents, aunts, uncles, and first cousins. Also list the places where these relatives live. Interview

parents to determine such things as: family dispersement, choice of occupation, educational differences, etc. The following questions might be helpful:

1) How many brothers and/or sisters does your mother have? Your father? How are these people related to you?
2) How many of your aunts and/or uncles have children? How many in each family?
3) How many first cousins do you have in total?
4) How are your parents related to your first cousins?
5) How many first cousins does your mother have? Your father? How are these people related to you?
6) Do you have any married brothers and/or sisters? Do they have children? How are their children related to you?
7) Do you have any long-lost relatives? How are they related to you?
8) Do you have more than one set of parents as a result of divorce and remarriage, etc.?
9) How are your grandparents' grandchildren related to you?

B) Discuss interview findings as a class.

C) From the list of questions, write a narrative theme entitled, "Meet My Family."

6. A) Discuss with the class the concept that there are many different sociological terms for families that are helpful in distinguishing life style or the roles that family members perform within the family. Write the following words on the board and ask the students for their ideas or definitions of the terms:

patriarchal family	communal family
matriarchal family	tribe
nuclear family	institutional
one-parent family	polygamy
extended family	monogamy

B) Encourage the students to figure out the definitions before distributing a handout of the words with their definitions.

Patriarchal Family - family or tribe ruled by father or father figure.
Matriarchal Family - family or tribe ruled by mother or mother figure.
Nuclear Family - a family group made up of a mother and/or father and their offspring.
One-Parent Family - a family that functions with one parent.
Extended Family - a larger family group which includes close relatives.

GOAL I, OBJECTIVE A: The student will be able to discuss the family in relation to the larger society.

Communal Family - a concentrated settlement of people in a limited area within which they satisfy their daily needs through a system of interdependent relationships.

Tribe - a group of persons having a common character, occupation or interest.

Institutional - a group of unrelated children living in a limited size community who follow behavior set by non-related adults. (Examples: orphanage, hospital, residential, school, group home, detention center.)

Polygamy - having several wives or husbands at same time.

Monogamy - marriage with one person at a time.

C) Following a discussion of the definitions, students may enjoy playing "Family Bingo." Mimeograph enough copies of the following bingo form for each student in the class, omitting the words. You may prepare the cards yourself (or have the students assist you, by having each student fill in one card) placing the words at random in the blank squares. In addition to using the family definitions, the other squares can be filled in with terms discussed and words relevant to families - mother, father, cousin, aunt, uncle, nephew, grandfather, grandmother, wife, husband, great-grandparents, marriage, niece, God-parent.

SAMPLE FAMILY BINGO CARD

NUCLEAR	GOD-PARENT	MONOGAMY	EXTENDED FAMILY	MOTHER
INSTITUTIONAL	UNCLE	NEPHEW	WIFE	GRAND-FATHER
HUSBAND	GRAND-MOTHER	BINGO	GREAT-GRAND PARENTS	PATRIARCHAL
FATHER	COMMUNAL FAMILY	AUNT	COUSIN	POLYGAMY
MATRIARCHAL	MARRIAGE	ONE-PARENT	NIECE	TRIBE

Directions: The teacher reads the definition of the term, and students find the proper word, and cover it with a slip of paper. The teacher must keep a record of those terms she has used, so that after a student has called "Bingo" there is an opportunity to check that the proper terms have been covered. (This also provides excellent reinforcement for the definitions.)

D) As a follow-up activity, ask the students to select a family type different from their own, and in one paragraph, identify three possible advantages of living in this new type of family and three possible drawbacks.

7. A) Encourage the students to fantasize about "their ideal family." In order to help the students crystallize their ideas about qualities of an ideal family, discuss the following questions:

GOAL I, OBJECTIVE A: The student will be able to discuss the family in relation to the larger society.

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1) Would it be ideal to have a family without any rules?
2) Would it be ideal to have a family where each member was free to come and go at all times?
3) Would it be ideal to have a family where there was no restraint on money or how it is spent?
4) Would it be ideal to have a family where people never disagreed?

B) Following the discussion, ask the students to jot down notes for their own use - a few details regarding the size of their ideal family, personalities of family members, and responsibilities of each of the members.

C) Present the following situations and ask the students to select one, and to describe in a written paragraph how their ideal family would resolve the stated dilemma. Encourage students to write original dilemmas and solutions if they prefer.

How would your "ideal family" deal with:

1) The two teenage sons in the family do not want to visit their grandparents on Sunday afternoon, but their parents say it is important that their entire family be together on Sundays.
2) The teenage daughter wants an advance on her allowance in order to buy a coat on sale. Her parents think that the purpose of an allowance is to help their children manage money, and they are not pleased with the idea of "allowance advances."
3) The hot water heater is not functioning properly. Mother wants everyone to conserve on the hot water use, but the fourteen-year-old son insists that he must wash his hair every day.
4) Dad thinks the house should be fairly quiet when he comes home from work, but that is the only time that the twins can practice with their rock group.

Ask for students to volunteer sharing their solutions with the class, and encourage sharing of different solutions to the same problem.

8. A) Develop with student input, an interview form that they will use with grandparents or other senior members of their families. Possible questions to include might be:

1) Do you think that families were different when you were a teenager?
2) Do you think that it is easier or more difficult to be a teenager now than when you were a teenager?
3) What do you think about the increasing number of women who are joining the labor force?
4) Do you think the quality of family life has improved over the past fifty years?

B) Ask students to interview a senior member of their family or a neighbor and to share the findings with the class. (It may be more interesting for the students to work in pairs when reading the results of the interview, and have one student read the questions and the other read the answers.) Encourage students to examine similarities and differences in their findings.

9. Read the following to the students:

"Imagine: You open the closet door in your classroom. Inside you see clothes, food, books, tools -- everything you need to live. You share the contents of this closet with other students in your class. This is not all. You share your meals. You work together. You live near each other.

You are imagining. For many people, this life of cooperation is not make believe. It is a real way of life -- called communal living. What would it be like to live this way?" Have the students try this experiment to get an idea:

A) 1) Assemble materials for a communal closet in your classroom. In it put materials owned by students. Some might be lunches and snacks, sports equipment, favorite books, and/or coats and sweaters.
2) These items will now be shared. All students in the experiment must agree to this.
3) Set up rules for the use of materials.
4) For a week students share materials in the communal closet.
5) At the end of this time, evaluate and discuss results of the experiment as a class:

-- Did everyone share easily and willingly?
-- Did students take good care of the materials?
-- Did any problems come up?
-- Did students find it hard to give up owning things and begin sharing instead? Why?

B) Discuss the following:

Communal living has been tried at many times in history. Some communal groups to research are: Shakers, Oneidans, Brook Farm, Hutterites, New Harmony. What did all groups have in common? How were they different?

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

Sample Learning Outcomes:

- Be able to cite specific ways members within families assist each other.
- Be able to compare the changing nature of family inter-relationships in different times in history.

ACTIVITIES

1. A) Begin a class discussion by writing the following question on the board: "The family - will it always exist?" During the discussion cover the following concepts:

   1) Although family types have changed drastically throughout history, the existence of a family unit has always endured.
   2) Industrialization has had a profound affect upon family functions.
   3) With increased modern technology, more time is available for family members to expend in leisure and recreation.

   B) Following the discussion divide the class into four groups, each of which will research the life of the family in a specific time period.

   1) The family in medieval times.
   2) The American family in the 19th century.
   3) The American family in the 1970's.
   4) Projection of the American family in the year 2000.

   Committees meet in their own corner of the classroom. Members should begin by collecting research materials - encyclopedias, history books, periodicals relevant to their time period. Each student should then select one of the following topics to research: food, clothing, shelter, jobs, recreation, education, child care. Encourage students to do their research in outline form rather than essay.

   C) At the end of the time allotted for research, have the committees meet again to summarize their findings. Chart the findings of each committee and have the class draw conclusions about the changes in families.

	MEDIEVAL	19th CENTURY	1970's	2000
Food				
Clothing				
Shelter				
Jobs				
Recreation				
Education				
Child Care				

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

D) As a follow-up activity poll the class to see if there is sufficient interest among students for each committee to develop a skit about "A Day in the Life of a _____ Family" to present to younger students. Students could do the acting, or they could use simple hand puppets, made from wooden sticks, pipecleaners and fabric bits, etc. and present a small puppet show with a stage made from corrugated cardboard boxes.

2. A) Assign each student randomly to one of the following groups:

first-born children
middle children
youngest children
only children

B) Have the group meet, appoint a recorder, and discuss the advantages and disadvantages of being first-born children, middle children, etc. Tell them to include in their discussion popular misconceptions other groups might have.

C) Reassemble the class and ask each group to share the results of their discussion. Help the students identify elements which are unique to individuals and those that appear to be common to the group or class. Ask: "What can be done to make sibling relationships more satisfactory?"

3. Ask the students to write down the ten qualities they consider most important for parents to demonstrate. Then ask them to rank order the qualities from 1-10 with 1 indicating the single quality most important for parents to have. Divide the class into groups of five to seven students for purposes of discussing and collating their lists. Assign or ask for a volunteer of one person from each group to report the results. Tally the group findings on the board, and draw conclusions regarding the similarities and differences in qualities identified.

4. Assign students the task of doing one considerate act (out of the ordinary) for the same family member on a daily basis for a one-week period. Ask the students to keep a record of the family member's reaction and/or any change or improvement in the student's relationship with that family member. Talk with students on an individual basis to determine their changed perceptions of that family member as a result of their special considerate actions.

5. A) Read the following story to the class, and ask that they be alert to the emotional needs of the family members as described in the story.

"All families share good experiences, fun, and excitement. Families also face sorrow, concerns, and problems. One family, the Ronaldos, had an unusual way of helping each other solve their problems. In the Ronaldo family members gave each other emotional support by leaving small gifts, newspaper clippings, poems, famous sayings and

photos on the table in their entrance hall. The members of the Ronaldo family checked this table often and were always cheered up when they found that one of the small surprises had their name on it.

The year of 1977 seemed to hold its share of bad luck for the Ronaldo family. It was one of those years when circumstances beyond anyone's control just seemed to have negative effects on each of the family members. If you remember, the weather during the winter of 1977 was terrible. In fact, it was the coldest in anyone's memory. Mr. Ronaldo worked as a skilled carpenter for a large construction firm, but when the weather got so bitterly cold, work stopped on most of the contractor's projects. One by one men were laid off. Mr. Ronaldo managed to be assigned to inside work for a while, but one day he came home and told his family that the lay-off had hit him too, and he'd be out of work until the weather broke. At first Mr. Ronaldo felt at loose ends at home. He was used to going out to work each day and he started to feel as useful as a fifth wheel at home.

Then, suddenly everything changed. Mrs. Ronaldo developed a bad virus and the doctor ordered her to bed for a few weeks. Mr. Ronaldo was suddenly in charge, but of course he wasn't used to running a household with five children, whose ages ranged from 1 to 16. Things were hectic for a while.

The second day after Mrs. Ronaldo was sent to bed, the family dog, Lady, wandered away from home. For several days the children and Mr. Ronaldo searched for her in the neighborhood and at the dog pound, but Lady was nowhere to be found. The whole family was heartbroken.

Shortly after Lady disappeared, Terry Ronaldo came home from junior high school to report that her best friend's family had gotten orders for an immediate transfer to a city five states away. Terry and her friend Ann had been best friends for years, almost like sisters, and Terry didn't know how she was going to face the lonely times.

For awhile things calmed down a bit and even looked as though they might take an upswing. Then, Mr. Ronaldo received an emergency call from the school that John Ronaldo had been injured in basketball practice. Mr. Ronaldo rushed John to the doctor, whose x-rays showed a broken collarbone. When the doctor said that John wouldn't be able to play ball for at least six weeks, John was crushed. The State basketball championship game was two weeks away and he'd be sidelined.

As a final stroke of bad luck for everyone, the temperature got so low one night that the pipes froze and the family woke up the next morning to find no running water in the house!

Fortunately, the Ronaldos were able to survive their bad luck with no lasting problems. What made this possible was the special caring way the family members treated each other throughout these crises, using encouragement, humor and affection to show their support to each other. The surprises they left for each other on the entrance table was one way their sentiments found expression.

B) Assign each class member one of the problems faced by the Ronaldos and ask them to think of one poem, gift or other surprise they might have left on the family's table as a way of helping one of the family members.

6. Show the filmstrip, "Individual Needs," from the series Family Relationships available from:

Parents' Magazine Films, Inc.
Department "F"
52 Vanderbilt Avenue
New York, New York 10017

Below is a brief summary of the filmstrip and suggested questions for discussion:

"INDIVIDUAL NEEDS"

Successful family living starts with the basic premise that every individual has needs and that the family structure can meet them. However, this is not inherent, automatic, or assured. It is the result of hard work, much trial and error, and a willingness to learn from experience.

1) How do we decide when a personal need should supersede that of other family members?
2) What is the disadvantage of overly self-sacrificing parents?
3) What are the possibilities for fulfilling personal needs during the early pressured years of parenthood?
4) How can we help even the smaller children understand that other people have needs, too?
5) When one family member has an acute need which a parent must meet, will the others feel deprived or reassured?

7. Show the filmstrip, "Expectations Versus Realities," from the Family Relationships series available from:

Parents' Magazine Films, Inc.
Department "F"
52 Vanderbilt Avenue
New York, New York 10017

Discuss the questions which follow with the class:

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

"EXPECTATIONS VERSUS REALITIES"

Because children are biologically part of us, hereditary traits will be a factor in the kind of people they will become. Thus the comment "He's a chip off the old block" certainly has validity. Parents are also the paramount influence in the child's environment. Yet, autonomy -- the ability to be a separate person -- is vital to healthy maturation. This is the goal of child rearing and the ultimate satisfaction for parent and child.

1) How can parents avoid living through their children?
2) How do children let parents know that they are being unduly pressured?
3) Can we transmit to children values and standards, skills and ideas, without expecting them to be photocopies of ourselves or our dreams?
4) When children sense that they have disappointed parents, what effect can it have on them?
5) If children were exposed to all kinds of adults, even those judged undesirable, is there really any danger?

8. A) Ask the students - a first-born child, a middle child, a youngest child, and an only child - to volunteer for a panel discussion. Each panel member should talk briefly about his or her own situation regarding siblings. Then other class members may ask questions and make comments.

B) Assign the students to write their own personal list of "Ten Ways to SSR (Successful Sibling Relationships)." Discuss the individual lists with the class and arrive at a class list of the ten ways that are most acceptable to all of the students.

GOAL I, OBJECTIVE C: The student will be able to define some of the responsibilities he can expect in his present family and in any future family he will establish as an adult.

Sample Learning Outcomes:

- Be able to describe the division of work and other responsibilities in his own family.
- Be able to describe the kinds of responsibilities he anticipates will be his when he is an adult with a family of his own.
- Be able to discuss what responsibilities are appropriate to teenagers in his current environment.

ACTIVITIES

1. Brainstorm functions of the family members with the class and record student responses on the chalkboard. Discuss the list. Direct students to list 10 family responsibilities and decide how they can be shared among family members.

2. A) Have the students list their own individual chores. Discuss their views on appropriateness of these duties (i.e., necessary and unnecessary chores relative to the family).

   B) Organize the class into small groups. Ask the students to compare and contrast the responsibilities and chores that are required of them. This dialogue should center around fairness of assigned duties. (Does the student feel he is expected to do too much, too little, or just enough for the sake of the family?)

3. A) Duplicate the following chart and direct students to do this activity at home. Have students get results from their families, answer the questions themselves, compare, and tally the results in class.

Sample Questions	Yes	No	No Opinion	Why
1. If children get allowances, should they have to work for them?				
2. Should boys and girls be allowed to wear their hair the way they want?				
3. Are parents always right?				
4. Is it okay for parents to read their children's mail without asking?				
5. Should fathers help with housework?				
6. Should mothers be free to work at jobs outside the home?				

GOAL I, OBJECTIVE C: The student will be able to define some of the responsibilities he can expect in his present family and in any future family he will establish as an adult.

B) After the students have polled their families, and answered the poll themselves, discuss the results. Center discussion around these points:

1) Do all families in your class hold the same views? What do the majority of families believe? Read aloud some reasons given. Read some minority opinions also.

2) Do you always agree with the rest of your family? Does knowing about other people's values change yours? Does it help you understand others?

4. Ask the students to write down the four words that first come to mind in response to the following question:

"Who or what do you expect to be ten years from now?"

Provide only a short amount of time for the answers to be written. Then divide the class into small groups in order to share their reactions. Ask them to discuss those responses that were common among many students. Were there differences between the male and female replies? Discuss with students the idea that to a large degree their own expectations will determine their futures.

5. In order to acquaint students with foreign cultures, contact the Foreign Student Services Department at local universities. If possible, invite foreign students to visit the class and to discuss contrasts of living in the U.S. with their native country.

A) As a follow-up activity assign themes to investigate the responsibilities and life styles of teenagers in other cultures - such as African, Asiatic, European.

B) Discuss with students the life styles and expectations of teenagers in different regions of the U.S., covering rural South, New England, West Coast and Midwest. Draw upon the experiences of those students who have lived in many different states.

6. A) Show the filmstrip, "Becoming A Family," from the Family Relationships series from:

Parents' Magazine Films, Inc.
Department "F"
52 Vanderbilt Avenue
New York, New York 10017

B) Lead a discussion of the film. The following questions are suggestions for getting the discussion started.

1) If the reality of family life begins to be disappointing, what would you do?

2) Is it useful to educate young people in advance about the complexities of parenthood?
3) Is age a factor in the ability and willingness to shoulder the responsibility of parenthood?
4) Given the choice, what considerations should go into a couple's decision to have a baby?
5) Couples today can plan for the size of a family. How do you feel about an only child?

C) Ask the class to consider how their responsibilities would change as they become parents. Is it all an increased burden? Are there compensations for the extra responsibility? How does it feel to stop being cared for by others and to have to be the one who does the giving?

7. Have the students pretend they are photo-journalists and assign them to assemble pictures which tell a story illustrating various perspectives of their present and future family responsibilities. Students should arrange their pictures on a long foldout in order that they may all be seen at once. Suggest topics such as:

Women: Wives? Workers? Or What?
The Care-And-Feeding Of Kids
Parents And Schools: Partners Or Antagonists?
Are Grandparents Going Out Of Style? - The Elderly In The American Family

Ask the students to share their pictorial essays with the class and then put them on display.

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

Sample Learning Outcomes:

- Be able to name and discuss briefly at least three situations which commonly cause stress in family life.
- Be able to analyze a story describing a typical family conflict situation, and offer at least one reasonable suggestion for its solution.

ACTIVITIES

1. A) Ask the students to bring to class copies of TV Guide. Divide the students into groups of four and assign them to make a list of television programs that deal with families, using the TV Guide as a resource. Have the groups compare lists. Then ask each group to choose two of the TV shows to watch, and answer the following questions (Each group should choose different shows):

    1) How many parents are on the program? If there is one, what happened to the other?
    2) Are there any children? If so, how many? How old are they?
    3) Are there any other people in the household? If yes, how are they related to the family?
    4) What kinds of things does this TV family do together?
    5) What kinds of conflict situations arise in the family? How are the problems solved? Be specific.
    6) Does life seem more glamorous and exciting for this TV family than yours? Why might this be? Do you ever feel this way about the family next door, too? Do you suppose others ever feel that way about your family?

    B) Have the students share their answers and compare and contrast theirs with others in their group. Ask each group to share their findings with the class.

2. A) Bring in several news stories which feature a family crisis situation and ask the class to suggest other kinds of crises which can face families, listing these on the chalkboard. Examples are:

    1) separation
    2) divorce
    3) desertion
    4) death of a family member
    5) prolonged physical illness
    6) mental illness
    7) unemployment
    8) damage to home by fire or wind

B) Ask for suggestions on how family members can help or cope in each situation.

C) Remind the class of some of the community resources which exist to help families.

NOTE TO TEACHER: Additional suggestions and information on locating community resources is contained in Goal IV, Objective C.

3. A) Divide the class into four groups and assign each group the responsibility of finding newspaper articles for a one-week period that indicate specific areas that exert pressure on American families. Have each group look for articles related to one of the following topics:

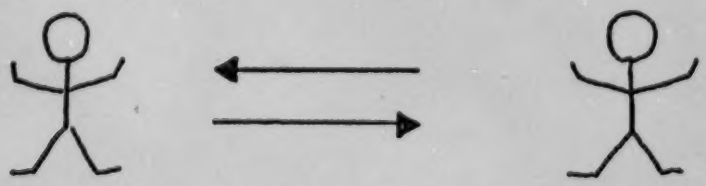
   1) economic stress - inflation/recession, unemployment
   2) social changes - busing, welfare reform, increased taxes.
   3) incidents of crime - abductions, murder, rape
   4) health findings - outbreaks of contagious disease, physical handicaps, nutritional deficiencies

   B) After the week of collecting articles, have the students mount them on construction paper and use for a bulletin board or display entitled "The American Family - Under Stress."

   C) Have each committee design a poster with a slogan that represents one solution to the stresses that have been considered.

   D) Have the committees write a news commentary focusing on the specific issue examined. In addition to including the information in the newspaper articles, include in the commentary two concrete suggestions for alleviating the distress.

4. Draw the following diagram on the board.



   A) Ask the students to write one paragraph interpreting what the diagram represents to them in relationship to family conflict. Ask for volunteers to share their written responses. Lead a discussion focusing on the idea that many conflict situations can be resolved by deciding upon different ways of reacting to individuals.

   B) Ask the students to write down for their own use the name of one individual within their family with whom they would like to have an improved relationship. Next ask the students to write down those situations that usually create conflict with the identified individual.

Finally, ask the students to write down two concrete things they could do in these situations to reduce the conflict. (Encourage students to discuss their plans with the class, if they want to.)

C) Have a follow-up discussion in one week and ask the students if the changes they made in their behavior improved in any way the conflict situations.

5. A) Have the students form groups of four or six. Ask them to discuss the principles and practices involved in raising an adolescent and to formulate "Ten Rules for Raising a Happy Adolescent."

B) Reassemble the class and have each group present their rules to the rest of the class. They may use skits, role-playing, etc., to illustrate their rules. Discuss and compare the findings of each group and conclude with compiling a class list of "Ten Rules for Raising a Happy Adolescent."

C) Ask the students to copy the class list to take home and share with their parents. After they have done this, ask for feedback on their parents' responses. Discuss questions such as:

1) In general, did your parents agree or disagree with the ten rules?
2) Specifically, which ones did they feel most positive about? Most negative about?
3) What additional rules did they suggest?

6. Give each student a copy of the form below. Ask students to complete the form anonymously and return it to you. Explain that you will summarize the results and present them to the class for discussion.

	AT HOME	AT SCHOOL	OTHER
What brings you the greatest happiness?			
What brings you the greatest unhappiness?			
What causes you anxiety?			

7. NOTE TO THE TEACHER: "The Family Communications Game," which follows is an extremely effective activity, but it requires that you read it carefully and understand the directions before you undertake its use. You will note that the simulation portion of the activity takes about 30 minutes and another thirty minutes is needed for the follow-up discussion. You may wish, therefore, to plan so that two class periods are set aside for the game. (Permission to reprint the game has been granted by The Family Coordinator, National Council on Family Relations.)

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

FAMILY COMMUNICATION GAME

by William Saur

The Family Communication Game provides a simple, flexible structure for an active experience in family communication behavior. In general, high school students have responded to the game as fun, stimulating and realistic. The game seems most successful in classes which have norms of openness, participation and activity. About 30 minutes is required for the game, and about 30 minutes is the usual length of the discussion, so the game and discussion may be combined in one long period or divided into two shorter periods. It may be used as a separate activity and discussion on communication in families, or as an introduction to an entire unit.

An outline of the basic directions to the Family Communication Game is presented below. The leader might wish to expand or modify the directions to suit particular class needs.

Directions

1. You are asked to participate in a Family Communication Game. The game has a simple structure and is time limited. With your active participation, we will be able to simulate communication in families. Individuals who become more involved in the game report the most enjoyment and learning. For the next fifteen minutes we will develop the game structure by a sequence of very brief activities, to be followed by a period of interaction and then by a discussion. Try to listen to the complete instructions for each activity.
2. During the first part of the game, we will be forming families and developing roles which we will be recording on a sheet of paper, referred to as the ID sheet. Please print in one inch letters on your ID sheet as directed. The large and clear print is necessary, as this information will be used by you and the other members of the family group. Please record your first name on your ID sheet.
3. Form small groups of five members each, preferably with people you do not know very well. This group will be your family for this game. You have two minutes to form your family group of five people. (The leader may suggest some families have four or six members depending on the total number of participants.)
4. With the members of your family, choose a family surname and record the surname on your individual ID sheet. You have two minutes to choose a family surname.
5. You now have two minutes to list five self-characteristics. Try to choose characteristics of yours which you perceive as positive and some which you perceive as negative. You don't have to identify which of your characteristics you see as negative or positive. These characteristics do not have to be your most positive or most negative but should represent emotions, behaviors, moods and so on, you believe you possess. These traits will be an important part of the role you will be playing in this game. Do not be concerned if there seem to be contradictions. You have two minutes to choose five personal characteristics and record them on your ID sheet.

6. Within your family, choose family roles--mother, father, daughter, and son. Do not be concerned whether your role corresponds with your sex. Record your family role on your ID paper. You have two minutes to choose family roles.
7. Considering your family role, choose the age you wish to play. If you are a child, please choose an age over seven. Do not be concerned if the ages of the children and the parents seem biologically impossible. Some parents with children of fifteen perceive themselves as age 25. Record your age on your ID sheet. You have two minutes to pick an age.
8. Within your family group, create and identify a realistic family concern, issue or problem. Apply this issue to your family group and define the situation and the members of your family who are directly involved. You have two minutes to choose a family issue.
9. For a moment, silently review your ID sheet and imagine yourself in your role. For example, imagine being a father who is 38 years old and who is idealistic, warm, loud, quick tempered and intelligent. For the next two minutes, try to become your role.
10. Now turn your ID sheet and hold it in front of you so that the members of your family can see who you are. From now on, be your identified role. The setting is after dinner, the family is sitting together. For the next 15 minutes interact with your family discussing the issue your family has identified. During this time I will intervene twice, asking you to stop for a moment and then to resume your interaction.
11. (After five minutes.) Stop interacting and be silent for a moment. For one minute, by yourself, review the role you are playing and reflect upon any difficulties with the role you are experiencing. (After one minute.) Continue being your role and resume interaction with your family.
12. (After five minutes.) Stop interacting and be silent for a moment. Look around at your family, one member at a time, and experience the emotions you feel towards each member. (After one minute.) Okay, continue being your role and resume interacting with your family.
13. (After five minutes.) Okay, stop interacting and be silent for a moment. The time allotted for family interaction has passed.

Discussion

When the discussion will immediately follow the game and time permits, ask each family to describe the interaction. Allow all members of a particular family to comment on the family experience if they wish. The leader should encourage different perceptions and reactions to the same situation.

If the discussion will not be held immediately, ask the participants to record their comments, thoughts, feelings and so on, on the back of their ID sheet. You may provide some of the suggested questions as a guide. When the discussion does occur, have participants refer to their comments recorded earlier.

If there are a large number of families, ask the participants to form new groups of five or six without previous family members, and describe their family interaction with these newly formed discussion groups.

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

Following a description of family interaction, the participants may wish to consider some of the following questions, as a guide to discussion.

Do you like your role?
How well did you play your role?
What influenced your role--ideal self, real self, parents and so on?
Was the identified family issue confronted?
Was the issue resolved?
How were decisions made in your family?
Who had power and influence?
How were emotions expressed?
Was communication open and honest?
Did people listen to each other?
Did you like your family?
How did you feel towards individuals in your family?

While most family groups are active and involved, some groups are not. These include groups that just never seem to get going, groups that very quickly resolve their issue and become inactive. These group experiences are most valuable for discussions, as they represent patterns of family communication. Hence, it is important not to imply that certain individuals or groups failed at the game. While consideration of the game structure is valid in the discussion, primary focus should be on family communication data.

In closing, the leader and participants might wish to examine the differences as well as similarities among communication patterns of various family groups, and identify variables affecting family communication.

Modifications

The Family Communication Game may be modified to emphasize particular issues or concerns. For example, the game may be structured so that the family roles may be stepparents, single parents, grandparents, adolescents and so on; or a specific family issue may be identified, such as alcoholism, drugs, sexuality, finance, school problems and so on. The game has been used with elementary, high school and college students as well as with adults and mixed groups of adolescents and their parents. Group size has ranged from 10 to 200 people. Many modifications to meet particular needs are possible.

8. Lead a discussion of those experiences which have recently caused the student's family to laugh or cry. Was the laughter always caused by situations that were funny? Was the laughter at the expense of a family member, and, if so, how did it make the person feel? Do we ever use laughter to mask other feelings--like nervousness or anger? Was the sadness caused by an individual family member? What do other members of the family usually do when one person is sad? Does that help or make the person feel worse?

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

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9. (ENGLISH COMPOSITION) A) The following exercise may be used as the subject for an assignment in composition. Ask every student to write a short paper on the problems which occur with family separation. Emphasize that they may describe a situation they have seen in someone else's family if they do not feel comfortable in discussing an experience within their own family. Students may wish to present their paper as a diary, a short story or an essay. Ask that they try to cover in some way the stress a family experiences during a separation, the different effects on various family members, and the methods for coping which might be used. Offer the following list of situations for them to choose from in writing their paper:

    1) a military separation
    2) parental separation or divorce
    3) family illness requiring hospitalization
    4) extended absence related to job requirements
    5) temporary absence caused by vacation, imprisonment, attendance at an out-of-town funeral
    6) other situations agreed upon by the teacher and individual student

    B) Within each of the above topics, ask for a volunteer to read his paper to the class. Compare and contrast the types of family separation. Encourage a discussion of the changes which occur and the effects on the family, including changes in responsibilities and adjustments in family relationships which become necessary.

10. A) Brainstorm with the class the meaning of a family conflict situation (who gets the car, who cleans the garage, allowances, curfews, choice of friends, plans for the future, etc.).

    B) Discuss conflict resolution approaches and how these day to day areas of disagreement can be worked out to the family satisfaction. Emphasize the necessity for compromise and honest give and take between family members.

    C) Make available to the students a list of each community resource which exists to assist in interpersonal conflicts.

    D) Write the following scenarios on the chalkboard and ask the students to choose one and, in writing, deal with it in an objective manner that will take into account both sides of the conflict:

    1) Your parents strongly dislike your boy/girl friend. Before you go out on a date, defend that person to your family.
    2) Your parents refuse to let you wear the clothes of your choice. You are defending your dress choices to them.
    3) Imagine that twenty years have passed, and you are now the father - or mother - of at least one teenager. Think about how you would act as a parent. Would you set up rules? Would you punish? If so, how?
    4) Your mother and father are non-smokers. You have decided you want to smoke and feel you have the right to make your own decision.

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

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11. A) Have the students read or present their material from:

1) Parents Can Be A Problem from The Coping With series by Shirley Schwarzrock and C. Gilbert Wrenn, American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

2) Between Parent and Teenager by Dr. Haim G. Ginott, The Macmillan Company, 866 Third Avenue, New York, New York 10022.

B) Discuss the differences in perspectives of parents and teenagers by talking about such questions as:

Parents Can Be A Problem

1) In what ways do you think parents are not understanding of the concerns of teenagers?
2) Why are there differences in point of view between parents and teenagers? What are some differences that exist?
3) What can teenagers do to ease tension at home?
4) What can parents do to ease tensions between them and their teenagers?
5) How do you feel about the following problems that many teenagers feel they have with their parents?

a) Parents won't let the teenager grow up
b) Parents dictate the teenagers' activities
c) Lack of trust
d) Parents won't listen
e) Parents stifle teenagers' opinions
f) Parents fail to respect the teenager's sense of values

C) Assign students to choose one of the problems listed in question 5 above and write a story about a teenager who had this particular problem with his or her parents. Have the students emphasize ways in which the teenager attempted to resolve the conflict.

D) Discussion questions from Between Parent and Teenager might include:

1) According to Ginott, what dilemma do parents of teenagers face?
2) What is the purpose of adolescence? Why does the author feel it is a time of turmoil and turbulence?
3) What "guidelines to help" does Ginott suggest to parents? Do you agree with these guidelines? Explain.
4) What methods of communication should parents demonstrate to their teenagers? Give examples.
5) How can parents administer "emotional first aid" to their teenagers?
6) What are the "Seven Roads to Trouble"? Do any of them sound familiar to you? What can parents do to avoid them?
7) What is the difference between helpful criticism and unhelpful criticism? Give examples of each.

8) How does Ginott suggest that parents express anger?
9) What is praise? How can it be used in a constructive manner? In a destructive manner?
10) What responsibility do parents have regarding teenagers' social life? How do you feel about this?

12. The following filmstrips are from the series Family Relationships available from:

Parents' Magazine Films, Inc.
Department "F"
52 Vanderbilt Avenue
New York, New York 10017

A) Show the filmstrip, "Differences Great and Small," and discuss the following:

DIFFERENCES GREAT AND SMALL

The home is the first laboratory of human relations. When adults understand the uniqueness of individuals, they can accept difference and see it as adding richness and variety to family life. When difference of opinion creates problems, the respect for individuality helps parents to deal with the conflict constructively. Children, in turn, can follow this example and in such an atmosphere, develop a positive sense of themselves and a tool for relating to others.

1) How can you help a partner to see that he or she is wrong without threatening their self-esteem?
2) What is it about dealing with children that frequently exacerbates differences between parents?
3) Even parents with similar values may have different styles of reacting to their children. One may be firm, and the other easy going. Do you think that this is harmful?
4) How can we help children to see difference in people as enriching?
5) Does it matter if grandparents treat grandchildren differently from the way their parents do?

B) Show the filmstrip, "Talking It Over," and discuss the questions which follow.

TALKING IT OVER

Family counselors consistently report that many of the complaints verbalized by an individual family member and brought to the surface in counseling sessions, were unknown to the others. Out on the table, the problems begin to be dealt with, and often successfully -- pointing up the strong possibility that the conflict could have been avoided if the ability to talk it over had been early established as a family pattern.

GOAL I, OBJECTIVE D: The student will be able to describe and demonstrate methods of resolving conflict in family life and other personal relationships.

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1) Do women express feelings more easily than men?
2) When one partner communicates easily, can that person help the more reticent one to verbalize more freely?
3) When something is on your mind, is it more useful to discuss it with the person involved or somebody else?
4) Do you believe that an unpleasant experience is more palatable if somebody sensitively shares your feeling about it?
5) How can we avoid having what we communicate misunderstood by others?

GOAL
II

GOAL II. To enhance every student's concept of himself as a worthwhile person.

Instructional Objectives:

A. The student will increase his understanding of his concept of himself.

B. The student will understand how his behavior and attitudes can affect the self-concept of others.

C. The student will use awareness of his strengths to make decisions for his future.

D. The student will undertake activities which can assist him to improve areas in which he feels he has weaknesses.

GOAL II

NOTES TO THE TEACHER:

In the introductory section, "To The Teacher," it was pointed out that your handling of behavior problems as they arise in the classroom will have a great effect on the way students feel about themselves and others. The objectives of this goal are designed to create a situation where everyone wins: the student will gain confidence in himself, and as his behavior improves with his growing sense of worth, your classroom problems will begin to diminish.

We strongly recommend that, if time permits, you review the writings of Dr. Rudolf Dreikurs[1] before using the activities under this Goal. Dreikurs' concepts have also been adapted and summarized in the literature about Parent Effectiveness Training and Systematic Training for Effective Parenting (STEP).[2] Any of these sources will acquaint you with what Dreikurs refers to as the "goals of misbehavior." He suggests that children misbehave for one of four reasons:

- they seek attention
- they seek power or control
- the seek revenge for their feelings of being unloved
- they feel deeply inadequate, and as a result are passive and unresponsive.

Dinkmeyer and McKay have discussed the goals of misbehavior in their Parent's Handbook on Systematic Training for Effective Parenting. Relevant excerpts from their handbook follow.

> ". Attention. The desire for attention is almost universal in young children. Children prefer to gain attention in useful ways; but if they can't get it that way, they seek attention in useless ways. Children who hold the conviction that they can belong only if they are receiving attention prefer negative attention to being ignored... To help attention-seeking children, we must change our responses to show them that they can achieve significance through useful contributions rather than through useless bids for attention or service. We must focus on their constructive behavior; we must...pay attention to it (misbehavior) in ways they don't expect.
>
> The appropriate way to give attention is to give it when it is not expected.
>
> . Power. Power-seeking children feel they are significant only when they are boss. They seek to do only what they want....As a rule when dealing with power-seeking children, adults must refrain from getting angry and must disengage themselves from the power struggle. Using power tactics to counter children's bids for power only impresses them with the value of power and increases their desire for it.

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[1]Children: The Challenge and Logical Consequences are especially recommended. Both are published by Hawthorne Books.

[2]Dinkmeyer, op. cit., pp. 9-12.

. Revenge. Children who pursue revenge are convinced that they are not lovable; that they are signficant only when they are able to hurt others as they believe they have been hurt. They find a place by being cruel and disliked....(Teachers) need to realize that the child's revengeful behavior stems from discouragement.... As difficult as it will be, they must improve their relationship with the child by remaining calm and showing good will.

. Display of inadequacy. Children who display inadequacy, or disability, are extremely discouraged. Since they have given up hope of succeeding, they attempt to keep others from expecting anything of them, either....To help a child who feels inadequate... eliminate all criticism, and focus, instead, on the child's assets and strengths...encourage any effort to improve, no matter how small it seems."

As you begin to recognize which form of misbehavior is being demonstrated, and you can surmise the motivation, you will increase your ability to respond to the student in a way that does not reward his undesirable conduct, and that recognizes the importance of his finding an acceptable way of meeting his needs.

Equally important to the teaching climate of your classroom is the kind of preventive approach which focuses on positive actions and which rewards constructive and responsible conduct by the students. When you "accent the positive," you foster better behavior, increase the student's good feelings about himself, and make your own work easier by reducing the negative behavior.

Dinkmeyer's suggestions for parents to build positive relationships with children can be applied equally to teachers in relation to their students. He urges mutual respect ("Problems between human beings of any age are usually the result of a lack of mutual respect....A good way to start is to minimize your negative talk."). He urges taking time for fun. He stresses that children need frequent encouragement, and points out that encouragement "essentially involves minimizing the importance of children's mistakes while recognizing their assets and strengths."[1] Finally, he notes that children need to feel loved in order to feel secure, and suggests that affection for children can be expressed through our body language--smiles, pats, perhaps even a hug.

Inherent in what Dinkmeyer writes is a concern for fostering a child's positive self-concept. Much has been written about the theory of self-concept. Theory is helpful, but the heart of the matter is what each of us can do about students' self-concepts. Five principles implicit in the guide are summarized below:

1. It is possible to change self-concepts, and it is possible for teachers to effect the changes either way,--both positively and negatively.

   Many of us teach because we had a teacher or two who really had a significant impact on us. The impact was related to our self-concept. The teacher somehow communicated a sense of caring and a sense of our own personal worth. On the other hand, many of us have also experienced a teacher who humiliated us or our classmates through sarcasm and ridicule. These teachers make learning a negative experience. Teachers can and do affect pupil's self-concepts every day. You have a choice over what kind of effect you will have.

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[1]Dinkmeyer, op. cit, p. 33.

2. It isn't easy. Change takes place slowly, over a period of time.

This is not written to discourage you, obviously, but simply to caution you not to expect sudden and dramatic changes in the way a child feels about himself. Self-concept builds the same way muscles do: slowly, and often imperceptibly at first.

3. Efforts that aim at more central beliefs have greater impact on the student even though they are harder to change.

Our society puts very heavy emphasis on academic ability. If you can help the child see himself as capable of learning you are dealing with a central belief. If you help a mischievous boy see himself as kind and helpful, or a doubting girl see herself as intelligent and attractive, you've made a significant difference in the life of the person. When you can help a slow learner feel acceptance by recognizing his aptitude for sticking to tedious or repetitious tasks, you have helped him feel better about himself.

4. Peripheral experiences are helpful.

Many successes are required to help a person feel better about himself in a basic sense. The development of talents is important, for example. Almost anything you do, from calling a student by his name to complimenting him on his new shoes, can be useful in helping to create a sense of self-worth.

5. Relating successes or strengths to one another is important.

You can strengthen the impact of any enhancing experience by relating it to others the student has had. For example, when a child produces a good piece of art work, you can say, "I really like your picture, Harold. The things you learned last week about how to combine colors are showing up in your work. That shows me you understand what we were studying."

GOAL II, OBJECTIVE A: The student will increase his understanding of his concept of himself.

Sample Learning Outcomes:

- Be able to specify at least five attributes which he considers himself to possess.
- Be able to identify several external factors (attitudes of others, his appearance, nicknames he is sometimes called) which affect how he feels about himself.
- Be able to identify earlier experiences which have affected his self-concept.

ACTIVITIES

1. A) Have the students make a personal time line. Begin by discussing the idea that all people during their lives have many different personal experiences unique to them. Encourage students to brainstorm about important events that influenced or affected their lives, and which at the time, involved their feelings and attitudes. Jot down the students' answers on the board as they are given.

   B) Next, instruct students to fold a sheet of paper in half, vertically, and on one side have them jot down all of the positive events in their lives they can recall, and all of the negative events in the other column. To assist students to recall the significant moments in their lives mention experiences common to most children: learning to walk and talk, learning to swim, starting school, hospital stays, trips, special holidays, additions to the family, sporting competitions, winning or losing a prize or contest, special achievements in scouting, tryouts for a team, invitations to special parties, death of relatives. Instruct students to jot down the ideas as they come to mind and not to be concerned about chronological order for the moment.

   C) After the students have completed their columns have them order the events as they occurred chronologically in their lives. The time line is then made by writing the events beginning at birth and working towards the present along a segmented line. It may be helpful to mark five year periods along the line. Students may want to project on their time line five years into the future, and indicate what significant events they anticipate in the next five years.

BIRTH
- Walk
- Talk
- Brother born

5 YEARS
- Ride a bike
- Trip to Disneyland
- Dad loses job
- Move to Chicago
- Begin school

10 YEARS
- Tryout for little league
- Aunt Winnie dies
- Sprained ankle
- First place in Science Fair

15 YEARS
- Graduate from high school
- First car

20 YEARS

GOAL II, OBJECTIVE A: The student will increase his understanding of his concept of himself.

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2. (FIRST OF THE SCHOOL YEAR)

NOTE TO THE TEACHER: If you have used the preceding activity in which students prepared a time line, the next activity can be used as a follow-up, with students referring to their time lines as the basis for their sharing. This is an excellent get-acquainted exercise for early in the year.

A) Ask the students to reflect on their lives and to try to divide their lives up to and including the present into three (or more) "chapters" or periods. Then ask them to try to identify a theme for each chapter and to devise titles for the chapters.

B) Ask special questions for the present to help explore this chapter and the future: Where are you in your present chapter - at the beginning, towards the middle, or near the end? What do you expect will be the theme of your next chapter? Give your future chapter a title, if you can.

C) Give each student a piece of newsprint and several magic markers or crayons and ask the students to divide the paper into four sections (or more) - the three chapters so far, plus the future chapter - and to place the chapter title at the top of each section. Then have the students illustrate each chapter with pictures and words. Ask students to share the completed life chapters.

3. A) Discuss with students the meaning of self-concept using the following definition:

> Self-concept is the way one sees himself or herself. This viewpoint is affected and changed by physical and mental attributes, associations with other persons, by the individual's way of looking at relationships with others, and by past experiences and feelings.

B) Duplicate the following sentences and distribute copies to the students:

> I am cheerful. I am dumb. I am bright. I am ugly. I am a superstar. I am a gossip. I'm pretty. I'm a drag. I am a fox. I am mixed-up. I am slick. I'm a loser. I am a good student. I am unhappy. I am fun to be with. I am a poor student. I'm okay. I am out of it. I'm great. I'm selfish. I'm a winner. I'm not okay. I am interesting. I am unloveable. I am with it. I am boring. I am loving. I am a mess. I'm cute. I am a waste.

C) Ask the students to circle each statement that reflects how they feel most of the time.

D) Point out that there are thirty sentences: fifteen that are essentially "positive" and fifteen that are essentially "negative." Looking at the responses this way, ask the students what kind of a picture they get of themselves. Point out that this is a glance at one portion of the students' self-concept.

GOAL II, OBJECTIVE A: The student will increase his understanding of his concept of himself.

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4. (FIRST OF THE SCHOOL YEAR)

NOTE TO THE TEACHER: This is an excellent activity for building a sense of community among students at the beginning of the school year. You may need to devise a method for selection of a partner so that no student feels unchosen.

Ask the students to choose a partner, preferably someone they do not know well. Have each pair of students spend five to ten minutes sharing things about themselves which they feel are important. When the allotted time is up, bring the class together in a circle, if possible. Ask each student to introduce his partner and tell one special thing that impressed him about that person. Ask the class:

How did it feel to talk to your partner about yourself?
How did it feel to be talked about in a group?

5. A) Ask for several volunteers to read the following poem aloud.

Don't be fooled by me
Don't be fooled by the face I wear
For I wear a mask. I wear a thousand masks
Masks that I'm afraid to take off,
And none of them are me.

Author Unknown

B) Ask the students to write two or three sentences which paraphrase the poem.

C) Request volunteers to read their sentences, and let the students discuss whether they agree with what the poem seems to mean.

6. A) Instruct students that they will have 3 minutes to complete the sentence stem, "I am..." with 10 answers. They should simply write the first word or phrase that comes to mind. Tell them that in your own case a few answers might be:

. I am a teacher.
. I am a sports nut.
. I am tall.
. I am extravagant.
(Give examples which fit you and which reflect facts, tastes, and physical characteristics.)

B) Ask students to volunteer to share their responses. If other members of the class have the same response have them indicate so by raising their hands.

GOAL II, OBJECTIVE A: The student will increase his understanding of his concept of himself.

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7. (VOCABULARY) A) Duplicate copies of the "Me, Myself and I" Inventory below:

"ME, MYSELF AND I"

Place an "X" in the column that best reflects your feelings about yourself.

	NOT AT ALL	SOME OF THE TIME	MOST OF THE TIME
I am ambitious			
I am forgiving			
I am lazy			
I am imaginative			
I am nice			
I am helpful			
I am discouraged			
I am cheerful			
I am polite			
I am hostile			
I am honest			
I am logical			
I am dissatisfied			
I am dependable			
I am likeable			
I am independent			
I am devious			
I am intellectual			
I am assertive			
I am content			
I am envious			
I am confident			
I am loyal			
I am			
I am			
I am			

B) Ask the students to complete the inventory and if students indicate interest, share the results in small groups.

C) Instruct students to write a paragraph using the words in their "Most of the Time" column, introducing themselves to a fictitious person, whom they have never met. Suggest that they include a description of their physical appearance if they desire.

8. Have students answer the questions below at the beginning of the school year and again periodically during the year. Ask them to compare their answers and discuss what kind of picture they get about who they are from their responses. See how the picture changes each time they answer the questions.

A) What five adjectives describe you as you see yourself at this moment?
B) What do you generally do on Saturdays?

C) For each member of your family, complete a sentence similar to: "My mother is a person who..."
D) What qualities are important in a friend?
E) What three words would describe how you feel about school?
F) Name two ways in which you are content with yourself as you are now. Name two ways in which you are not content with yourself. Do you plan to make efforts to change in these two areas?
G) What is the most recent book you have read? What did you like or dislike about the book?
H) Do you read the newspaper on a regular basis? If yes, what three parts do you read most often?
I) If five famous people, past or present, were coming to your home for dinner, who would be invited? Why would you choose these five to invite?
J) List two things you will be doing five years from now, ten years from now, and twenty years from now.

9. A) Duplicate the Personality Profile[1] sheet below. Prepare enough copies so that each student will receive five. Distribute five different colored pencils to each student or group of students.

PERSONALITY PROFILE SHEET

Subject's Name _____

Directions: Circle the number on each continuum which best describes the subject's (or your own) personality to you.

RESERVED	1	2	3	4	5	6	7	OUT-GOING
SERIOUS	1	2	3	4	5	6	7	HAPPY-GO-LUCKY
TIMID	1	2	3	4	5	6	7	VENTURESOME
TOUGH-MINDED	1	2	3	4	5	6	7	SENSITIVE
TRUSTING	1	2	3	4	5	6	7	CAUTIOUS
CONSERVATIVE	1	2	3	4	5	6	7	LIBERAL
DEPENDENT ON OTHERS	1	2	3	4	5	6	7	SELF-SUFFICIENT
RELAXED	1	2	3	4	5	6	7	TENSE
PRACTICAL	1	2	3	4	5	6	7	WHIMSICAL

B) Have each student fill in the first copy circling the number that he or she feels best describes his place on each of the nine continuums. Then ask students to connect the numbers with a red pencil to give a sort of graph of self-perceived personality.

C) Divide the class into groups of five. Each student should give his four remaining copies of the profile sheet to the other four members of his group. (The teacher should certainly participate, if he/she desires.) Have each student fill it in as he or she perceives the individual.

D) Have the students return the sheets to the subject once completed. Each student then has five sheets, one reflecting his perception of

[1]See bibliography.

his personality and four reflecting the perceptions of others. The subject can then transfer (with four different colored pencils) the data from the other students' sheets, and connect the numbers.

E) Have the students examine the composite profile on his original sheet. Summarize the activity by discussing the nature of self-perception, compared with the perceptions of others. Do all people have the same perceptions of an individual? Does our behavior always reflect the type of person we think we are? If we feel people don't perceive us accurately, what are our feelings?

10. A) Assign the students to write 10 statements using the stem:

Self-concept is...

B) Ask students to circle the two statements that best express the meaning of self-concept to them.

C) Write the statements on the chalkboard as students volunteer to share what they have written.

D) Have the students summarize the meaning of self-concept in a collage using pictures, words, symbols, etc.

11. A) Explain to the class that before the study of psychology was well-developed, people had very unscientific ideas about the brain. They used to attempt to draw diagrams of what occurred in the various parts of the brain. Illustrate this by drawing on the chalkboard a quick sketch like the one below.

B) Tell them that you want them, just for fun, to draw a similar diagram of their own heads, putting the things that are most a part of them in the various sections. Let the students illustrate what they think is inside their own heads, with the size of the sections suggesting the importance it holds for them. For example, a football player might have sports as the uppermost section of his head, and taking up at least half the space.

C) Tell them to take their drawings with them, and before the next class show them to at least one person with whom they feel very close. They should ask that person whether they feel the drawing is a fairly accurate diagram, and request any suggestions as to things that were left out.

D) Allow time in class for sharing and discussions. Volunteers can tell what they learned from the drawing they made, and others can be asked to report on any insight they gained from the comments of their friends.

12. (FIRST OF THE SCHOOL YEAR, GET-ACQUAINTED) A) Use "I Think I'd Be A..." as an ice-breaker, and a way to establish a relaxed atmosphere in the classroom. Tell the class that they are to try to figure out what they would become if they were changed from being people into some other category. Tell them you will distribute a chart to be filled in with answers which they think best describe them, and the reasons why. Assure the students that their answers can be whimsical, zany and far-out, but stress that they are not permitted to give any answer which is a put-down of themselves.

B) Divide the class into pairs and instruct the partners to take turns acting as recorder for each other in filling in the charts. Offer a few suggestions to get them started, such as:

1) I think I'd be a giraffe because then I could see over the fence into the ball park. (animal)
2) I think I'd be a taco, because I love to curl up. (fast-food)
3) I think I'd be Deep Purple, because everyone would sing about me. (color)

CATEGORY	I THINK I'D BE A...	BECAUSE
Vegetable		
Fast-food		
Color		
Automobile		
Bird		
Jewel or Mineral		

C) When both partners have recorded the other's answers, go around the class asking that each person read the answer he thought was the best from those his partner gave. In each case, let the partner offer his own favorite answer if he wishes to do so.

13. A) Begin a discussion with the class by saying that frequently we have special feelings about objects, because we associate the objects with events or people that made us happy. For example, "The pin I am wearing today was a surprise gift from a friend, and I always feel good when I put it on."

B) Ask students for examples of objects they may have that bring back especially fond memories. You may need to stimulate discussion by mentioning special baseball gloves/balls, ribbons from a corsage, a lucky charm, items in a scrapbook, gifts from special friends. Expand the discussion by mentioning that often certain clothing, songs or scents (after-shave, cologne, perfume, suntan lotion, baby powder) also have associations in our memory. Ask for other examples from the class.

14. Assign students to go to the library and locate books on the origin of names and have them develop the following content areas for a class presentation.

A) How did names first originate?

B) What was the reason for adoption of family names? How were family names constructed during their initial development?

C) How did people choose names as the necessity for this grew? What did they name themselves after?

D) Discuss the origin of ten commonly used first names. What attributes, historically, are given persons with such names.

E) What is the origin of numbers after such names, such as Jr., II, III, etc. How did this develop?

GOAL II, OBJECTIVE B: The student will understand how his behavior and attitudes can affect the self-concept of others.

Sample Learning Outcomes:

- Be able to exhibit responsibility toward others in his relationships with them.
- Demonstrate a readiness to reduce the number of negative or sarcastic statements he makes to classmates.
- Show developing skill in affirming to others the things he likes about them.

ACTIVITIES

1. A) Show the filmstrip, "The IALAC Story." (See bibliography.)

   B) Have the students fashion a Class "Coat-of-Arms" with the letters IALAC printed on it. Your "Coat-of-Arms" should reveal something that is unique about your particular class. Or use the school emblem as your "Coat-of-Arms." Hang the coat-of-arms in a prominent place where it can be easily noticed when someone walks into the room. Then, whenever a "put-down" or "sarcastic statement" is heard, a piece of the "Coat-of-Arms" is torn away. At the end of the week see how much of the emblem is left. Discuss how each member of the class could help "patch-up" the tattered sign thereby enhancing an atmosphere of meaningful praise and concern within the classroom. You can easily expand this format to include "put-downs" that may be heard in the school building, both in and out of different classes. (Beware: your IALAC emblem may disappear before the end of the week.)

   C) Try role-playing with the IALAC concept. Have one student act as the perpetrator of the "put-down" situation and a second as a victim who responds defensively. The rest of the class monitors what they think are the true feelings of the victim, not the ones he verbalizes, but those he'd like to show but feels he can't. Then select another group of students to re-enact the same "put-down" situation. Only this time change the "put-down" situation to a type of "pat on the back" situation where both parties feel better. The class then compares the two situations, discussing the positive and negative effects of both.

   D) Discuss the following with the class:

   People tear your IALAC sign when they ignore you. You are also tearing someone else's IALAC sign when you ignore them. What does it feel like to be ignored; to be treated as though you weren't even there? If you ignore others, they may begin to ignore you. Would you want this to happen?

GOAL II, OBJECTIVE B: The student will understand how his behavior and attitudes can affect the self-concept of others.

E) 1) Make the following assignment:

Write a short story about what you think it would be like to live in a small town where everyone ignored everybody else. What do you think life in that town would be like? Can you afford to ignore some people?

2) Ask for volunteers to read their short stories and discuss them with the class.

2. Play the "Encouragement Game."

Working in small groups or with the whole class, ask the students to sit in a circle. Ask each student to think of one or two people in the class who have made him feel good, how this was done, and specifically how he felt good.

Allow each student a turn to share his feelings with as many others as he cares to. Try to have each student talk directly to the person that made him feel good rather than talking about that person. Watch for students who don't seem to be receiving any feedback and make a point of telling them how they encouraged or were supportive to you.

3. Have the students read the book or show the filmstrip entitled Vulture,[1] which attacks the self-put-downs people frequently use to destroy self-confidence and respect. The author, Sidney Simon, emphasizes that the vultures of self-put-down lie in wait for everyone, but they can be fended off by building a strong self-image and helping others do the same. Simon outlines the following four steps for fending off the vultures or "plucking their feathers:"

1) Feeling good about oneself.
Example: Helping Mom with dinner in spite of all the homework you have.
2) Saying something positive about another person.
Example: "Sally, that was a great project you did for history class."
3) Blocking self-put-downs and starting to think positively.
Example: Not feeling sorry for yourself and brooding.
4) Using the force of the old, negative way of thinking about oneself to run over self-put-downs and working at making positive points.
Example: "I used to believe I wasn't smart enough to be on the school newspaper staff, but now..."

The following activities adapted from the book Vulture can help students start to work on the problem of self-put-downs:

A) Have students keep a log of the things they put themselves down about for three days. Then have them work out a turnaround or reversal for each of the self-put-downs. After a week or ten days, students should make a new log and see if they have cut down on the number of put-downs they have been giving themselves.

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[1]See bibliography.

B) Assign students to go on a put-down hunt. They should see how many times and in what ways the people they have contact with hand themselves and others put-downs. Discuss their findings in class emphasizing the destructive nature of put-downs.

4. A) Discuss with the students the effects of sarcastic or negative remarks. Write several examples on the chalkboard, such as:

Can't you do anything right?
That's a stupid thing to say.

Ask students to add other examples. Have students keep a log of statements like those which they hear during the next several days. Talk about these in class and summarize with the following questions:

1) Why do you think people make sarcastic or negative remarks? Why do you make sarcastic remarks?
2) How do you feel when someone makes a sarcastic remark to you?
3) How do you feel when you say something sarcastic to another person?
4) What effects do sarcastic remarks have on a person's self-concept?

B) (This part of the activity is appropriate for older students.)

Divide the class into four groups - two groups representing Parents and two groups representing Children. Have each group keep a log of "put-down" statements used by the other group - those in the children group list "put-downs" they hear parents say and vice versa. The logs should be kept for several days. Ask each group to compile a list of those "put-down" statements used most often and share these with the total class. Discuss with the students:

1) What effect do remarks such as these have on the self-concept of each?
2) How can parents and children act to enhance each other's self-concept rather than damage it?

5. A) Divide the class into groups of five. Have the members of the group identify a strength of each of the others by making a positive statement about that person, such as, "You always seem happy."

B) Discuss the group experience with the class focusing on whether students think the activity was unique in helping them see the strong points of other members of the class.

6. A) Ask each student to list, and later to share, five things that he can do or say to other people to make them feel appreciated or good about themselves. For example:

1) Smile warmly when you see the person.
2) Look directly at the person when he speaks to you.

3) Tell the person when he has done something well.
4) Show affection towards the person with a hug or pat on the back.
5) Tell the person you enjoy being with him.

B) Suggest to the students that they make "I appreciate" statements to each other. Allow each student to have a turn around the room. Suggest that each student will make an "I appreciate" statement to the person sitting to the left of him (if the class is seated in a circle) or to the person sitting directly behind him (if seated at desks). Guidelines for the statements are: 1) that they be sincere, 2) the two students look directly at each other while the statement is made, 3) use the student's name. Example: "John, I appreciate when you lend me pencils all the time." "Laurie, I appreciate when you help me get my homework done."

It is important that the teacher model this "I appreciate" behavior during the year.

7. Discuss the following with the class:

As a part of social communications among peer groups, many of us acquire nicknames which are given to us by friends or members of our peer groups. Sometimes this is done affectionately; at other times these nicknames have a belittling quality and the reasons for their adoption are not so positive. Sometimes nicknames "stick" with us for many years and we begin to regard them as much a part of ourselves as our given names. Consider the following questions:

A) What makes the difference between nicknames we feel good about having and those which we regard less positively?

B) Ask the class to name famous athletes who were called by nicknames, and discuss which of those names were probably "good" nicknames, even though they may not have sounded so initially. Possible names could include:

"Pee Wee" Reese
"Babe" Ruth
"Too-Tall" Jones
"Dr. J" - Julius Irving
"Mean" Joe Green
"Catfish" Hunter
"The Juice" - O. J. Simpson
"Mercury" Morris
"The Big O" - Oscar Robertson
"Sugar Ray" Robinson
"Nasty" Nastase

Discuss why a distinctive nickname can help a person stand out and be remembered.

C) Can you think of some positive nicknames your friends have and recall the circumstances under which they came about?

D) Can you think of any negative nicknames attached to your acquaintances? How did these come about?

E) Do negative nicknames, in your experience, "stick" with a person?

F) What is the reaction of someone regularly called by an unflattering nickname? Do they rebel against being called the name, or do they accept it and allow the nickname to "stick"?

G) What are some of the reasons motivating people to give a nickname to another person?

8. Introduce the students to clerihew, a novel form of verse named after Edmund Clerihew Bentley. It has a biographical theme, uses unscanned quotations, and always begins with the subject's name. An example of clerihew is:

Groucho Marx
Created sparks.
His humor may have been outrageous,
Still the laughter was contagious.

Have the students write verses about others in the class, emphasizing their positive qualities. Ask the students to share their clerihews with the class.

GOAL II, OBJECTIVE C: The student will use awareness of his strengths to make decisions for his future.

Sample Learning Outcomes:

- Be able to identify one or more personal strengths which he can describe as having potential in future schooling/career/ vocation.
- Be able to analyze what factors contributed to achieving some successful activity.
- Give evidence that plans for his future reflect to some extent the results of an evolving self-appraisal.

ACTIVITIES

1. INTRODUCTORY NOTE TO THE TEACHER: This activity usually results in all the students feeling good, and is an excellent get-acquainted exercise for the start of the school year.

   A) Divide the class into groups of no more than five students per group.

   B) Tell them that you will be keeping time, and that each student will have two minutes to tell the others about one experience where they were really pleased with their own performance, or about one thing that makes them feel proud. Give everyone about one minute to think of what they will tell their group.

   C) Ask that one student volunteer to be first, and that they determine the order in which the rest will talk.

   D) Begin timing, and with no real pauses between the two minute talks except to announce stop and ask the next speaker to be ready, continue until all students have had a chance to report.

   E) Ask the groups to share among themselves how it made them feel to be asked to brag about themselves. Did they feel uncomfortable? Did anyone welcome the chance to let others know about something that made them proud? How did they feel when others were bragging? Did they feel that their stories were as interesting as those others told? Can any of the students describe how he now thinks differently about another student as the result of their sharing?

2. Ask the students to think of the greatest success or accomplishment they have experienced during the past week. Have volunteers share these successes with the class and tell how they felt about it. Students with low self-concepts may need help in focusing on an accomplishment since they may feel they have not had any successes. This activity focuses on positive aspects of students by having them publicly share their successes with their classmates.

GOAL II, OBJECTIVE C: The student will use awareness of his strengths to make decisions for his future.

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3. Display Argus poster 724 "When life gives you lemons, make lemonade." Divide the class in small groups and have them discuss the following questions:

   A) How do you rate yourself on a scale of zero to 100 on the quality expressed in the poster? Explain.

   B) Can you think of another caption that would capture the mood of the poster?

   C) Does this poster say anything to you about your future? Share your ideas.

   D) Can you describe in detail someone who has this characteristic?

NOTE: Argus posters are available from:

Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

4. Have students imagine that they have just written their first novel which will be published in a few months. The publishers would like the author to write a brief autobiographical sketch to include on the book jacket. (This should include events that the students hope will occur in the next ten or fifteen years in their lives, as well as past facts.)

   Example:

   Ms. Williams grew up in a small southern town. She exhibited her first interest in writing while attending Emerson High School. In addition, she was a member of the school gymnastic team and came in first in the state-wide competition. Her first novel, Skybird, focuses on her experiences during that time of her life.

   Ms. Williams now lives in New York City with a pet monkey. She frequently appears as a guest speaker on television and is in the process of directing her first movie.

5. (CAREER COUNSELING, ENGLISH COMPOSITION) Have the students work in pairs and assign them the task of planning a strategy by which each of them would seek to be hired for the job of their dreams. Students should find out what a resumé is and how to write one properly. They should also research successful techniques for being interviewed. Give students ample time to do their research, decide what the job of their dreams would be, and plan their strategy step-by-step.

   Lead a class discussion that focuses on the sharing of students' resumés and strategies. Several pairs of students might role-play an interview. Make sure students have a clear understanding of what a resumé is for and what should be included in one.

GOAL II, OBJECTIVE C: The student will use awareness of his strengths to make decisions for his future.

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6. Have students illustrate their idea of the perfect "me" by making a collage answering the question "What kind of person would I like to be?" Suggest using catchy phrases, words and pictures found in magazines and newspapers. Direct students to focus on their strengths - and who they would like to be if they could develop all of their potential.

   Illustrations of possessions the students would like to own (sports cars, swimming pools, sports trophies) may be included in their collages.

   Encourage students to display collages in class, and see if other students can figure out who created the different collages.

GOAL II, OBJECTIVE D: The student will undertake activities which can assist him to improve areas in which he feels he has weaknesses.

Sample Learning Outcomes:

- Be able to list at least two areas in which he believes he needs improvement.
- Be able to suggest ways in which he might strengthen one area of weakness.

ACTIVITIES

NOTE TO THE TEACHER: In this activity stress that they will not be showing their answers to anyone and that they may leave a question unanswered if they prefer.

1. A) Hand out a sheet to each student with the following questions on it. Ask them to write answers to any or all of the questions in whatever order they choose. When completed, divide the class into small groups and discuss any new insights they may have discovered about themselves, or how they felt about the exercise.

    1) What single thing would you most like to accomplish in the next year?
    2) What exciting thing do you wish would happen to you during the next year?
    3) What do you wish you could be better?
    4) What things don't you have enough time to do?
    5) What do you secretly wish you could change about your appearance?
    6) What made you really angry in the past few weeks?
    7) What kinds of things make you up tight?
    8) What things keep happening to you that really bother you?
    9) Is there any person that you really want to get along with better? Who?
    10) How would you like to change the way people treat you?
    11) How would you like to change the way you treat other people?
    12) Do you feel good about who you are most of the time?
    13) Do you have a good idea about what you want to do with the next few years of your life?
    14) Are there any major obstacles that are preventing you from getting where you want to go? What are they?
    15) Could you make better use of your time?
    16) What gets you down?
    17) What single change in your life would bring you the most happiness?

2. (ENGLISH COMPOSITION) A) Tell the class that their assignment will be to write a one-page essay on "The Most Wonderful Person I Have Ever Known." You will be helping them with the steps in preparing the essay. Ask them to do these things:

    1) Spend five minutes thinking who in all their life best fits the title.
    2) Write down five key words which describe a special quality or accomplishment of that person.

3) Using each key word, think of an additional phrase which tells more about the person's quality or accomplishment.
4) Using the key word and the additional phrase, make a sentence which could be the topic sentence of a paragraph. After all five sentences have been written, look at them to see if any of them could have the order of the wording changed around to give more variety or make the sentences more interesting. Number them in the order you plan to use them.
5) Next, write an introductory paragraph which begins, "The most wonderful person I have ever known is (was)..." This paragraph can state something about the ways that person has influenced your life.
6) Using your topic sentences, write the next five paragraphs by adding more detail concerning the topic sentence. These details can be examples which prove your point, or further descriptions. At least one of these paragraphs should give a good deal of information on the person's outstanding characteristics.
7) In the last of the five key word paragraphs, give a summarizing sentence, or add a final paragraph which sums up your points.

B) Stress to the class that other essays and compositions can be written the same way by building up from a few key ideas.

C) Ask students to attach a separate piece of paper to their essays on which they write one sentence with the topic: What it says about me that I picked ____ for my "Most wonderful person."

Example: Choosing my grandmother shows that my family means a great deal to me, and that I wish I could have her wonderful qualities.

D) Summarize that what we admire in others often reflects areas where we would like to improve ourselves. Ask them to decide in their own minds whether this was so in their case. Which areas would they secretly like to improve? (Do not ask for their answers.)

3. A) Introduce the students to "Bad Habit Harry," a fifteen-year-old boy whose bad habits include:

Talking to friends on the phone for hours.
Snacking on cokes and potato chips an hour before dinner.
Playing his stereo loudly after his little brother goes to bed.
Leaving the cap off of the family toothpaste tube.
Throwing his coat on the kitchen table when he comes in after school.

B) Tell the students this activity is to be done without signing their papers. Ask students to list five of their own bad habits and turn the list in to you. Compile a class list and share it with the students. Discuss the list in terms of:

1) How do their bad habits affect others?
2) What can they do to change bad habits?

GOAL II, OBJECTIVE D: The student will undertake activities which can assist him to improve areas in which he feels he has weaknesses.

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4. A) Tell the students they will be doing this activity for their own use, and will not have to share any of their answers with anyone else. Ask them to take a sheet of notebook paper and draw a line down the middle from top to bottom. Then ask that they divide the right-hand side into four vertical columns.

   B) Tell them you will give them five minutes to jot down on the left-hand side of the paper five sentences or phrases describing things about themselves which they would like to change or improve. Suggest that these can be changes in appearance, improving some skill or performance, or changes in behavior or habits. Whatever they don't feel good about in themselves, or whatever they wish could be improved is a suitable item to list.

   C) Then call out the following topics to be listed as column headings on the right-hand side of the page. Give topics one at a time, allowing the students time to check whether or not they would need much of that item to bring about the desired change. Complete one topic before announcing the next. The headings are:

   - Time (Time spent in practice to improve an athletic skill would be an example.)
   - Money (Investment in clothing or grooming items to improve appearance might be an example.)
   - Lessons or special instruction. (Music lessons, dancing classes.)
   - Will-power (Dieting, breaking of undesirable habits.)

   D) Ask them to review their answers to the items which are column headings, and to circle which one of their five desired changes they would most like to change. Then have them star the one which would be most feasible to change under their present circumstances.

   E) Tell them you will give them several minutes to jot down one or two sentences which begin, "I learned from this exercise that...." Offer one or two examples, such as "I learned that if I got a part-time job, I could get the kind of clothes that would make me feel a lot better."

	TIME	MONEY	LESSONS	WILL-POWER
1)				
2)				
3)				
4)				
5)				

GOAL II, OBJECTIVE D: The student will undertake activities which can assist him to improve areas in which he feels he has weaknesses.

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5. A) Announce that this is to be a confidential exercise which the student will not be expected to share. Ask the students to begin by jotting down the names of three people in their lives who are very important to them. (In grades 10-12 you may wish to ask for five names.) These are not necessarily people they especially like, but rather should be persons who affect them in important ways.

   B) Distribute copies of the chart below or have them copy the chart from an example which you put on the chalkboard. (If you use the chalkboard, do not draw the chart until they have selected the names they will be working with.)

Name	Ways they'd like me to be different	My opinion of the change they want: YES, NO, MAYBE	Why I think I should or shouldn't change

   C) Have them transfer the names to the chart. Ask them, "Imagine that the first person on your list has been granted a 'magical power' to change you or your behavior in one important way, so that they would be happier and better pleased with you. Write down in the second column what you think the person would choose as a way to change you. For example, if the first name is 'Mother,' you might write in 'Would like me to be neater,' or 'Wants me to get better grades." Ask the students to repeat this with the other names on the list.

   D) Tell the students that next they are to reconsider each of the "magical changes" and decide whether the change is one that they personally would like to have made in themselves. Stress that even though people often want us to change, we do not always agree. Ask them to complete column three with Yes, No or Maybe as to whether they want the change. They should then complete the last column, giving a brief reason why they do or do not want the change. For example, 'No, I'm tired of being hassled."

   E) Summarize that we often are aware of areas in our behavior and personal characteristics which others would like to see changed. Sometimes they seem like good changes, but not always. Sometimes we resent their wanting us to be different, and even though it might be better for us, we don't try to make the changes. Allow several minutes for any volunteered comments from the students. You may wish to follow up with the next activity.

6. (FOLLOW-UP ACTIVITY) A) If you have used the preceding activity, you may suggest to the students that they save their charts for the next class.

At that time, have them turn the sheets over, and again write down the same list of names in a left-hand column. Then tell them that they now have a chance to write down anything about each person on the list which they would like to see that person change in their personality or behavior.

B) Next suggest, "Decide whether the persons would want to make the 'magical change' which you would prescribe if they knew it was important to you."

C) Suggest to the students that sometimes when people know about such changes that are desirable, they can discuss it with each other, and perhaps enter into a form of "Contract" where they try to help each other. Let the students discuss whether they see any benefit in this. Could it work? Would it be easier to change if the other person were also making an effort?

7. A) Read the following poem by Virginia Satir to the students. (The poem is available as an illustrated booklet, and as a poster. See bibliography.)

"SELF-ESTEEM"
by Virginia Satir

I am me
In all the world, there is no one else like me.
There are persons who have some parts like me,
but no one adds up exactly like me.
Therefore, everything that comes out of me
is authentically mine because I alone chose it.
I own everything about me
my body, including everything it does;
my mind, including all its thoughts and ideas;
my eyes, including the images of all they behold;
my feelings, whatever they may be
anger, joy, frustration, love, disappointment, excitement;
my mouth, and all the words that come out of it,
polite, sweet or rough, correct or incorrect;
my voice, loud or soft;
and all my actions, whether they be to others or to myself.
I own my fantasies, my dreams, my hopes, my fears.
I own my triumphs and successes,
all my failures and mistakes.
Because I own all of me,
I can become intimately acquainted with me.
By so doing I can love me
and be friendly with me in all my parts.
I can then make it possible for all of me
to work in my best interests.
I know there are aspects about myself that puzzle me,
and other aspects that I do not know.
But as long as I am friendly and loving to myself,
I can courageously and hopefully look for the
solutions to the puzzles and for ways to find out more about me.

However I look and sound,
whatever I say and do, and
whatever I think and feel
at a given moment in time is me.
This is authentic and represents where I am
at that moment in time.
When I review later how I looked and sounded,
what I said and did, and how I thought and felt,
some parts may turn out to be unfitting.
I can discard that which is unfitting,
and invent something new for that which I discarded.
I can see, hear, feel, think, say, and do.
I have the tools to survive,
to be close to others, to be productive,
and to make sense and order
out of the world of people and things outside of me.
I own me, and therefore I can engineer me
I am me and I am okay.

B) Discuss the poem with the students in terms of how they can learn more about themselves as individuals and improve upon those areas they are not satisfied with. Include the following questions in your discussion.

1) What does "no one adds up exactly like me" mean in the poem?
2) According to the author, what does each person own about himself/herself? Be specific.
3) How can a person make it possible to work in his own best interests?
4) What does Virginia Satir think a person should do about the parts of himself/herself that are "unfitting"?

GOAL III

GOAL III: To provide students with a comprehension of the role that feelings and emotions play in our everyday lives.

Instructional Objectives:

A. The student will be able to describe and discuss the manifestations and effects on behavior of a wide variety of feelings and emotions.

B. The student will be able to recognize ways in which people communicate feelings both verbally and non-verbally.

C. The student will exhibit an increasing ability to cope with his feelings and emotions in an acceptable way.

GOAL III

NOTES TO THE TEACHER:

Activities under this Goal focus sometimes on emotions, and in other cases on feelings or moods. It is helpful for students to understand the difference, for while the words can sometimes be used interchangeably, often they reflect a different level of intensity. You may wish to look each up in a dictionary, but abbreviated definitions are given below.

emotion - an agitation; a strong feeling.

feeling - to perceive by sensation; be aware of an emotion, to be conscious of an inward state of mind, as to feel friendly.

mood - a temper of mind; humor; particular state of mind, especially as affected by emotion, as, to be in the mood to work.

It is the nature of poetry that it portrays and reflects feelings and emotions. Classes in literature provide a rich background for use of poetry in dealing with our complex feelings, and you will find that often a poet can speak for us what we could never have expressed ourselves.

Because activities in this Goal are so closely related to the innermost thoughts of students, it is worth remembering that every student should be made to feel absolutely free to pass if he is uncomfortable in answering a question or taking part in a discussion. Your casual, friendly acceptance of his desire to pass tells him you respect him and that he can trust you.

GOAL III, OBJECTIVE A: The student will be able to describe and discuss the manifestations and effects on behavior of a wide variety of feelings and emotions.

Sample Learning Outcomes:

- Increase his vocabulary of words describing emotions, feelings and moods.
- Be able to differentiate between a mood and a feeling.
- Be able to discuss the cause and effect of a given emotion as he has experienced it.

ACTIVITIES

1. A) Ask students to brainstorm a list of words which describe feelings. Write these on the chalkboard. Emotions such as the following should be included:

Happy	Merry	Upset
Proud	Lonely	Jealous
Glad	Hurt	Embarrassed
Loved	Worried	Outraged
Alone	Pleased	Afraid
Secure	Determined	Excited
Trusting	Angry	Unsure
Mad	Joyful	Ashamed
Sad	Guilty	Disappointed
Brave		

B) Have the students copy the list and put a check beside each emotion they have felt in their lifetimes. Tell students to leave their papers unsigned.

C) Collect the lists and tally the results on the chalkboard (i.e., 20 members of the class have felt guilty).

D) Summarize the activity by discussing:

1) People often think they are the only person in the world to feel an emotion.
2) Sometimes people are ashamed of their feelings and try to keep them a secret.
3) All people feel a variety of the same emotions.
4) It is okay to feel and express all kinds of emotions.

2. A) Show the filmstrip, "Understanding Emotions," Parts 1 and 2. (See bibliography.)

B) Discuss the filmstrips with the class, using the following questions:

1) How do a person's feelings affect his relationships with others?
2) Do people tend to cope with their emotions differently when they are with different groups of people? For example, do students deal with their anger in the same way when they are with their parents as when they are with a group of friends?

3) What determines the uniqueness of each individual's response to a particular feeling? Have students consider the influences of such factors as society, parents, peers, and self.
4) Have students explain, in their own words, the physical, psychological, and motivational components of emotions.
5) Which emotions do your students feel are most prevalent during adolescence? Have students discuss how these emotions can cause specific problems.
6) Ask students to recall particular times when they were angry. What was the source of their anger? How did they respond to that anger?
7) Some emotions may be easily recognized and named by the individual. Others are hidden or disguised and, therefore, more difficult to recognize. Have students list feelings which they are reluctant to express directly. What are some feelings that people might hide even from themselves?
8) Ask students to describe and discuss those factors that they feel constitute emotional maturity.

3. Discuss the following situations with the class:

A) There is a very bad, fatal, two-car accident on the Interstate. Within five minutes, there are hundreds of people there to watch. Why? What emotions are displayed in this type of gathering?

B) The only daughter in the family gets married. The daughter and everyone else in the family is very happy. Why, in the middle of the ceremony, do she and her parents begin to cry?

C) The principal of the school calls an assembly of the student body. As he begins to talk to the students, the entire group of teenagers begins to laugh louder and louder until everyone is completely broken up. Looking down, he quickly sees that he is inadvertently wearing a brown shoe and a black shoe. He becomes so angry and red in the face that he cannot speak. Why, in the midst of so much humor, did he lose his cool?

D) The term, "mixed emotions."

4. A) Ask the students to bring in a list of the top ten or twenty songs currently on the charts. Divide the class into groups of three or four students, assigning one song to each group. Ask each group of students to analyze the song assigned to them on the following points:

1) The feeling content evidenced in the song (joy, anger, hurt, excitement, etc.).
2) The reasons, suggested by the lyrics, for such a feeling content.
3) The relationship of the reasons for the feeling content in the song and real life. Is this how people really react?
4) The effect of hearing the song on the mood of the listener. (Do you feel depressed, excited, angry, etc. as you are listening?)
5) For more obscure songs, suggest how the writer may have been feeling when he composed the melody and lyrics.

B) Following the group discussions, let one student from each group report briefly, with time for additional comments from the rest of the class.

C) If you wish, you may add a written assignment as a follow-up by asking each student to select one of the songs and write a situation which, in prose form, describes the content of the song and elaborates on details and feelings in the song.

5. Have the students keep an emotional diary or log for a certain period of time, such as a week. Ask them to collect pictures of the emotions they experience during this time. Students should include in their "diary" what the emotion was, what caused them to experience the emotion, and how they reacted. Assign them to make a collage of their emotions using the pictures they collected. Words, symbols, etc. may be added. Ask students to share and discuss their diaries and collage in small groups.

NOTE TO THE TEACHER: Since this activity could involve highly personal material, you will need to stress that the diaries or logs are not to be collected and need not be shared with anyone. In asking them to participate in small group discussions, suggest that they try to select something from their diaries which they do not mind sharing with others, such as frustration in not solving a math problem or depression at receiving a low grade.

6. Implement this activity by using Argus poster 821* - "But once I had brains, and a heart also; so having tried them both, I shall much rather have a heart." (This quotation is from "The Wizard of Oz," and explains why the Tin Woodman wanted the Wizard to give him a heart.) Assign students to write a story about an imaginary character whose experiences in life lead him to this conclusion. Have students share their creative writing efforts with the class or in small groups. Post several of the stories with the poster.

7. Use Argus poster 761* - "Feelings are not like faucets you can turn on and off." - to implement this activity. Display the poster and share the following vignette with the class:

> Bob was well aware that Janice liked him. After all, everyone in his class had told him and she made no attempt to disguise her feelings. Janice was extremely popular and all his friends were after Bob to like her. The problem was that Bob simply was not seriously interested in anyone at all.

*See bibliography for source to order.

Ask the students to think of a similar experience involving feelings to share with the class. Students may write about their experience or tell them to the class. Discuss these two questions with the class:

1) How do I think I grew as a result of this experience?
2) What have I learned from the experiences of the other students?

8. NOTE TO THE TEACHER: The following activity is appropriate for older students. Copies of "A Love Attitude Inventory" by David Knox are available from:

Family Life Publications, Inc.
Box 427
Saluda, North Carolina 28773

Administer "A Love Attitude Inventory" to the students in order to help them find out what they believe and feel about love. Score and discuss the inventories with the class, focusing on the differences between romantic and conjugal love. The discussion guide is an excellent aid in talking about the specific items on the inventory.

"A LOVE ATTITUDE INVENTORY"

Directions: Please read each sentence carefully and circle the number which you believe best represents your opinion. Be sure to respond to all statements.

1. Strongly Agree (Definitely Yes)
2. Mildly Agree (I Believe So)
3. Undecided (Not Sure)
4. Mildly Disagree (Probably Not)
5. Strongly Disagree (Definitely Not)

		SA	MA	U	MD	SD
1)	Love doesn't make sense. It just is.	1	2	3	4	5
2)	When you fall head-over-heels-in-love, it's sure to be the real thing.	1	2	3	4	5
3)	To be in love with someone you would like to marry but can't, is a tragedy.	1	2	3	4	5
4)	When love hits, you know it.	1	2	3	4	5
5)	Common interests are really unimportant; as long as each of you is truly in love, you will adjust.	1	2	3	4	5
6)	It doesn't matter if you marry after you have known your partner for only a short time as long as you know you are in love.	1	2	3	4	5
7)	If you are going to love a person, you will "know" after a short time.	1	2	3	4	5
8)	As long as two people love each other, the religious differences they have really do not matter.	1	2	3	4	5
9)	You can love someone even though you do not like any of that person's friends.	1	2	3	4	5

GOAL III, OBJECTIVE A: The student will be able to describe and discuss the manifestations and effects on behavior of a wide variety of feelings and emotions.

		SA	MA	U	MD	SD
10)	When you are in love, you are usually in a daze.	1	2	3	4	5
11)	Love at first sight is often the deepest and most enduring type of love.	1	2	3	4	5
12)	When you are in love, it really does not matter what your partner does since you will love him anyway.	1	2	3	4	5
13)	As long as you really love a person, you will be able to solve the problems you have with that person.	1	2	3	4	5
14)	Usually there are only one or two people in the world whom you could really love and be happy with.	1	2	3	4	5
15)	Regardless of other factors, if you truly love another person, that is enough to marry that person.	1	2	3	4	5
16)	It is necessary to be in love with the one you marry to be happy.	1	2	3	4	5
17)	Love is more of a feeling than a relationship.	1	2	3	4	5
18)	People should not get married unless they are in love.	1	2	3	4	5
19)	Most people love truly only once during their lives.	1	2	3	4	5
20)	Somewhere there is an ideal mate for most people.	1	2	3	4	5
21)	In most cases, you will "know it" when you meet the right one.	1	2	3	4	5
22)	Jealousy usually varies directly with love; that is, the more you are in love, the greater your tendency to become jealous.	1	2	3	4	5
23)	When you are in love, you do things because of what you feel rather than what you think.	1	2	3	4	5
24)	Love is best described as an exciting, rather than calm thing.	1	2	3	4	5
25)	Most divorces probably result from falling out of love rather than failing to adjust.	1	2	3	4	5
26)	When you are in love, your judgment is usually not too clear.	1	2	3	4	5
27)	Love often comes but once in a lifetime.	1	2	3	4	5
28)	Love is often a violent and uncontrollable emotion.	1	2	3	4	5
29)	Differences in social class and religion are of small importance as compared with love in selecting a marriage partner.	1	2	3	4	5
30)	No matter what anyone says, love cannot be understood.	1	2	3	4	5

Please add the numbers you have circled and write the total in the following space: _____

GOAL III, OBJECTIVE A: The student will be able to describe and discuss the manifestations and effects on behavior of a wide variety of feelings and emotions.

Please answer:

1) What feelings and behaviors do you exhibit toward another person when you are in love.
2) What expressions of feeling and behavior toward you let you know that you are loved?

GOAL III, OBJECTIVE B: The student will be able to recognize ways in which people communicate feelings both verbally and nonverbally.

Sample Learning Outcomes:

- Begin to reflect sensitivity to the feelings of others in his own behavior.
- Be able to communicate to another student how a specific story, poem or news incident makes him feel, using only nonverbal techniques.

ACTIVITIES

1. A) Make copies of the checklist below and give a copy to each student. Explain that it is meant to give students a general picture of what their bodies say about them. Each question is to be answered with a "Never," "Sometimes," or "Always."

CHECK YOUR CLUES AND CUES[1]

1) When you tell an exciting story, do you use a lot of gestures?
2) In a church or temple, would you try to attract a friend's attention with a hearty wave?
3) When you are listening to someone, do you watch that person's face?
4) Would you smile or nod or use some gesture to encourage a friend who is speaking before a group?
5) If a new student came into your class, would you smile or nod to welcome him or her?
6) Do you signal that you are going to speak by standing or making some noticeable body movement?
7) Do you try to "stare a person down" when you are angry with him or her?
8) With a group of strangers, do you try to let people know with a facial expression or some gestures that you want to be friendly?
9) Do you gesture in some fashion when you are trying to emphasize or make a point in conversation?
10) If someone in your family were hurt, would you use some kind of touch to comfort him or her?
11) Would you elbow or shove your way through a large crowd to see a favorite sports or screen star?
12) When meeting an adult, do you like to shake hands?
13) When people your own age are forming a line, do you try to be at or near the front?
14) If you were going to sit around a table with people of your own age, would you take the chair at the head of the table?
15) In a classroom, would you prefer to sit near the front of the room?
16) Do you stand "at ease" when you are giving a report to the class?
17) Sitting on a crowded bench, would you move aside to make room for a stranger?
18) Would you cover up your dislike of going to the dentist to help a little child overcome a fear of dentists?
19) If you were a sales person, would you put on a happy face in order to get a customer to buy?
20) Do you like to try out different facial expressions and postures in front of a mirror?

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[1]See bibliography.

21) At parties or during group activities, do you like to mimic comedians or other famous performers?
22) Do you like to demonstrate or show a young child a skill such as how to tie a shoe or ride a bike?
23) Would you be one of the first to approach a person whose behavior and looks were very different from yours?
24) When someone doesn't understand you, do you try to show, as well as tell, him or her what you mean?

B) Help students analyze their own body talk by discussing the following:

Twenty to twenty-four "Never" answers could mean you need to add more positive, open movements to your silent vocabulary in order to communicate more effectively with others. If most of your answers were "Sometimes" you body language is probably as expressive as the average person's. If you have fifteen to twenty "Always" answers, then it's likely you are an open and maybe aggressive person; your body talk definitely helps you get your messages across!

2. Discuss with students that there are several clues to a person's feelings. In addition to the face, the position of a person's hands expresses emotions - especially anxiety and tension. Show a variety of pictures using an opaque projector and ask students to look closely at the facial expression, posture, and especially the hands of the people in each picture. Ask them to write appropriate titles or captions for each picture focusing on feelings and share them with the class. Post the pictures with their captions in the classroom.

3. Collect or have the students collect pictures from the newspaper which express a variety of feelings. Ask each student to choose a picture and write a story telling:

A) What went on before?
B) What is happening now?
C) What will happen next?

Students should focus on the feelings involved and how they are expressed. Ask the students to share their stories with the class.

4. A) Show a filmstrip to the class, omitting the audio component. Have students jot down what they think the content of the filmstrip is, based only upon the visual images they viewed. Then show the filmstrip a second time including the audio component. Compare students' first impressions of the filmstrip with their second impressions.

B) Using the filmstrip exercise as an introduction, discuss different non-verbal communication techniques frequently used by class members, i.e., eye contact, body posture, hand signals, facial expressions, and ask for examples that convey different messages.

GOAL III, OBJECTIVE B: The student will be able to recognize ways in which people communicate feelings both verbally and nonverbally.

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5. A) Divide the class into five groups and distribute to each group a short scenario which they will then role-play for the class without using any words. Based upon the facial expressions, actions and body postures demonstrated, the class must identify the prevailing emotion of the scenario.

   Sample scenarios might include:

   - car keys locked inside the car (frustration)
   - receiving a test paper with a failing grade (disappointment)
   - winning $1,000 in a sweepstake contest (happiness, surprise)
   - hearing that a close friend received a serious back injury while skiing (sorrow, concern)
   - waiting to meet a date, who never appears (disbelief, anger)

   Encourage the students to write their own scenarios if they prefer.

   B) Summarize by pointing out to students that different people express the same emotions in different ways. Read the scenarios to the entire class and ask if other students in the class would have responded differently from the way portrayed.

6. (LITERATURE CLASS, CHRISTMAS SEASON)

   NOTE TO THE TEACHER: O. Henry's short story, "The Gift of the Magi," is an effective springboard for a discussion of love as expressed in behavior. Assign it for outside reading or let students take turns reading it aloud in class. You will recall that in the story, Della and Jim were a young married couple who were poor, and that Christmas was approaching. They each had one prized possession. Because of their great love for each other, they sold their prized possessions in order to buy each other Christmas presents. Jim sold his watch in order to purchase combs for Della's long hair. Della had her hair cut and sold the hair to buy a watch chain for Jim.

   Is what Della and Jim did all there is to love or is it only one aspect of love? What type of behavior gives us clues that indicate people are in love?

   Divide the class into three groups and discuss the following:

   A) The truly precious gift is one given out of love.
   B) The value of a gift depends on what factors?
   C) Love is of the utmost importance. Why?

GOAL III, OBJECTIVE C: The student will exhibit an increasing ability to cope with his feelings and emotions in an acceptable way.

Sample Learning Outcomes:

- Be able to discuss steps he has found helpful in handling his feelings of anger, frustration or anxiety.
- Be able to discuss which methods of coping with feelings are acceptable to him and which are unacceptable, and why.

ACTIVITIES

1. A) Duplicate copies of the following poem and give a copy to each student:

I scream
I scream loud
I scream with hate, anger and love
all mixed up together
I scream with confusion
I scream with fright
I cry with no reason at all
Everything builds up inside me
until I open up
Let everything out
I SCREAM, CRY, YELL, CURSE, HIT AND
close up again
Until there's another time when I let
everything out

By Angela Powlen, 1971[1]

B) Discuss the poem using the following questions:

1) Do you think something is wrong with Angela?
2) What emotions does she name?
3) How does Angela show the world her inside feelings?
4) What do you think she means when she "closes up again?"
5) Do you ever feel like Angela?
6) How do you show the world your inside feelings?

C) Assign students to find other poems dealing with strong emotions and share them with the class.

D) Have students write poems about strong emotions they have experienced. Ask for volunteers to share their poems with the class.

2. A) Discuss with the students constructive and destructive ways of expressing the following emotions:

1) love
2) guilt
3) anger
4) fear
5) loneliness

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[1]See bibliography.

GOAL III, OBJECTIVE C: The student will exhibit an increasing ability to cope with his feelings and emotions in an acceptable way.

B) Make copies of the chart below and give each student a copy:

SITUATION	CONSTRUCTIVE EXPRESSION	DESTRUCTIVE EXPRESSION
1) Your older sister is beautiful and popular. You feel jealous.		
2) You worked hard on a term paper but received a poor grade. You feel disappointed.		
3) Your parents have set a curfew of 11 o'clock, and you are going to a dance that ends at 1 o'clock. You feel angry.		
4) Your friends are planning a party and you have not been invited. You feel hurt.		
5) Your school's football team has just won the district championship. You feel excited.		

C) Assign students to give a constructive way and a destructive way of expressing each of the stated emotions.

D) Ask students to share their responses with the class.

3. A) Discuss with the class ways that people sometimes work out or cope with their feelings such as the following:

COPING BEHAVIOR	EXAMPLE
1) Daydreaming	Bill feels belittled and ignored by his classmates. He spends a lot of time daydreaming that he will someday get a copy of the final exam and everyone will beg him for the exam questions.
2) Scapegoating	Your father's boss is giving him a lot of extra work. Your father comes home and orders everyone around.
3) Denial	Aunt Jenny is in the hospital with terminal cancer. Her 17-year-old nephew tells his mother that he is sure she will be able to attend his graduation next year.
4) Rationalization	Harold is failing 3 subjects this semester. He tells the guidance counselor that he did not study because he plans to quit school and get a job.
5) Conversion	Jean has not finished her term paper that is due on Tuesday. That morning she wakes up with a severe headache and cannot go to school.
6) Sublimation	Stacy is not getting along with his parents. He joins the football team and becomes the team's star offensive tackle.

Focus on each situation and discuss it in terms of how it functions to help each person cope with his/her feelings. Ask the following questions:

1) Is the coping behavior constructive or destructive?
2) Can you think of other ways of dealing with the same emotion more effectively?

C) Divide the class into six groups. Assign each group one of the coping behaviors listed in "A" and create a situation to role-play.

4. Have the students describe one person with whom they do not communicate well and list two reasons why.

Then read the following situation to the students and have them write a positive response that would encourage good communication of feelings and a negative response that would deter:

(Jane meets Liz in the hall one morning at school)

Jane: "I'm never going to speak to Fred again! He borrowed my notebook and was supposed to return it last night. He never showed up or even called and I could not study for the big test on negative numbers we're having today!"

Negative Response

Liz: "Don't get all bent out of shape. Fred probably forgot about the book."

Positive Response

Liz: "You're really angry with Fred."

Ask the students to write a vignette about the person with whom they do not communicate well. Have them give negative and positive responses. Ask for volunteers to share their vignettes with the class.

NOTE TO THE TEACHER: Chapters 3 and 4 on Encouragement and Communication of the Systematic Training for Effective Parenting (STEP) "Parent's Handbook" by Dinkmeyer is an excellent resource for this activity. Available from:

American Guidance Services, Inc.
Circle Pines, Minnesota 55014

5. Divide the class into six groups for a class debate. Assign each group to represent the Pro or Con of the following statements:

1) A man should not cry.
2) Emotions should not be expressed in front of others.
3) Women are more emotional than men.

GOAL III, OBJECTIVE C: The student will exhibit an increasing ability to cope with his feelings and emotions in an acceptable way.

Have each group meet and discuss how they will present their side of the debate. Each group should choose a representative to present the group's viewpoint. After the arguments for and against each statement have been presented, ask the class to vote to determine the winner of the debate.

GOAL IV: To develop more fully students' recognition that all persons have similar needs and are alike in many ways in spite of differences in age, physical characteristics, nationality and race.

Instructional Objectives:

A. The student will be able to discuss how human needs affect behavior.

B. The student will be able to describe how certain human needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

C. The student will be able to discuss how human needs can be met through community resources when individuals or families are in a crisis.

GOAL IV

NOTES TO THE TEACHER:

Robert C. Hawley, in Human Values in the Classroom[1] has provided an excellent summary of one of the important hypotheses of our time, Maslow's Theory of Needs. The following notes on Maslow's concepts are drawn from Hawley's book. For greater detail, see Maslow Motivation and Personality.[2] Abraham Maslow's Theory of Needs has theorized that basic human needs fall into certain categories:

> Most basic are the physiological needs for food, warmth, and shelter which are essential to survive. These are followed by the need for safety and security; the need for belongingness and the need for love. At an even higher level are the need for respect and self-esteem, and the need for self-actualization. These needs form a natural hierarchy of perceived importance to the individual. That is, when the individual is primarily concerned about filling his physiological needs and his need for safety and security (as we might expect a cave-man to be concerned), then he has little time for or interest in filling the higher needs for belongingness or love; and in fact he may not even be aware of them as needs because his attention is so clearly focused on the more basic needs.
>
> As the lower needs are satisfied, they become less important as motivating forces for the individual, and the individual shifts his focus to the next higher need, which now becomes of great concern to him and which he strives to fulfill. When the person feels safe and secure, and when he perceives his safety as being fairly permanent, then he no longer worries about the need for safety, he no longer plans things that will add to his safety, he no longer strives at establishing a safe situation for himself.
>
> In fact, it could be said that he really forgets his former need for safety as he sees a new need looming in his consciousness: the need for belongingness. Now his motivation will be directed towards gaining belongingness, towards becoming an accepted member of a group.
>
> As the individual gains acceptance and feelings of belongingness, then this need in turn diminishes in importance to him and gradually disappears as a motivating factor, while a new need, the need for love, sweeps into his consciousness and becomes all-important.
>
> And so on up the ladder through the hierarchy of needs until the individual has satisfied all of his basic needs and is able to turn his attention and his energies toward social-self-actualization.
>
> The socially-self-actualizing person is energetic, creative, self-motivating, spontaneous, efficient, accepting, etc. He lives life well and fully, answering to his own inner nature and finding in that nature a call to humanity, to play a useful and helpful part of society. He is acting on human values.

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[1]See bibliography.

[2]See bibliography.

Several activities in this Goal are based on Maslow's theory. You may find an entire week can be devoted to a unit in which his concepts are thoroughly examined. See Objective B for suggestions.

The activities in this Goal focus on understanding human needs, not only as they affect an individual, but as all members of the human race share certain things in common. You will find related activities with a slightly different emphasis in Goal I, where the role of the family in meeting human needs is considered. Goal V touches indirectly on people's needs as it discusses interpersonal relationships and the ways people respond to one another based on their own needs and their understanding of the needs of others.

Several activities are designed to stimulate discussion about persons who have special needs, such as the elderly and the mentally retarded. You can help meet the objectives of this goal if you are able to encourage the class to accept differences in others while recognizing the similarity we all have in terms of our need for affection, emotional support and security.

GOAL IV, OBJECTIVE A: The student will be able to discuss how human needs affect behavior.

Sample Learning Outcomes:

- Be able to list alternative ways that a specific need could be met.
- Be able to discuss the possible effect of those alternatives on the way an individual would behave.

ACTIVITIES

1. A) Assign students to research how the basic needs of food, shelter and clothing are met in cultural settings different from their own - India, Africa, China, etc. Discuss with the class how climate, geography, natural resources, etc., influence peoples' efforts to meet basic needs.

   B) Help students become aware of factors critical to the future of mankind - overpopulation, world food supply, etc. - by reading and discussing Future Shock by Alvin Toffler (New York: Bantam Books, 1970).

2. A) Discuss with students the hierarchy of secondary needs identified by Maslow (safety, belonging, love, respect, self-esteem and self-actualization). Point out that his theory maintains that people fulfill these needs in sequence and that "earlier" needs must be fulfilled before moving on to more "advanced" needs. (Thus, a person who had never satisfied his need for love would not be able to fulfill his need for self-esteem.)

   B) Have the students read the following personality profiles and ask them to identify which need the individual is fulfilling:

      1) Herb is a thirty-one year old Caucasian male, married with one child. He works for the telephone company where he has been employed for the past five years. He is very active with the union and never misses the monthly meetings. In addition to his job he is a member of his neighborhood bowling team, the volunteer fire department and the all-star local basketball team. His wife would like him to be home more often, but Herb cannot decide what activity to discontinue.

         What need is Herb fulfilling? (Answer: Belonging)

      2) Meredith is a fifty-four year old black female, unmarried and living alone. Meredith came from a wealthy family originally settled in Louisiana. She was never allowed to attend public schools, but rather had tutors in her home. She rarely played with other children but usually stayed alone or in the company of her parents. When her parents died, she sold the family homestead and bought a condominium in New York. She rarely leaves the apartment but orders all of her food and clothing

through telephone orders. Her maid and butler consider her rather eccentric since she had a steel door installed at the front door and bars installed over the windows of her thirty-third floor apartment. In addition, Meredith has a full-time bodyguard in front of her apartment at all times.

What need is Meredith fulfilling? (Answer: Safety)

3) Ryan is a twenty-two year old male Caucasion recently decommissioned from the U. S. Navy. He has decided to settle in a large city because he thinks there are more single women there. Ryan goes to a different singles bar every Friday night in the hopes of meeting "Ms. Right." More than anything he wants to find someone special with whom he can spend time and feel comfortable.

What need is Ryan fulfilling? (Answer: Love)

3. List the following needs on the chalkboard or have students brainstorm the lists:

BIOLOGICAL (Primary)	PSYCHOLOGICAL (Secondary)
Food	Security
Clothing	Friends
Shelter	Sense of worth
	New experience
	Guiding principles (philosophy of life)
	Freedom and independence

Have the students collect examples of how current advertising operates on these needs, such as:

You've come a long way, baby.
Own a piece of the rock.

Ask the students to share their findings with the class and discuss the needs emphasized in the advertisements. Summarize by discussing:

1) Which needs do people try to satisfy first? Why?
2) Can people live if only their biological (primary) needs are met?

4. A) Present the following situations to the class and have the students determine what needs each individual is striving to meet:

1) Bob, aged 17, works after school at the hardware store in a nearby shopping center. Bob's father has been ill and out of work for several months.
2) Sandra, aged 16, is the oldest of four children. She would like to be an accountant some day. Sandra works on Saturdays and holidays at the neighborhood ice cream store.

3) Fifteen-year-old David works twenty hours each week at McDonald's. He has been invited to spend next summer in Spain where his cousin is now living.

4) Martha, 19 years old, is living with the Wilson family while she is a student at State College. She helps take care of the three children in exchange for a room and meals.

5) Joseph, 16, is a volunteer one day a week in a class for handicapped children. Joseph hopes to become a pediatrician when he is grown.

6) Tom, aged 14, spends several hours each day running track, lifting weights, etc. Tryouts for the school football team are three weeks away.

B) In discussion, bring out that both paid jobs and leisure time occupations can meet a wide range of needs, depending on the circumstances of each individual.

5. Ask each student to indicate on a piece of paper how they would spend an ideal Saturday by listing three things they would do. Collect the papers and compile the findings. Present the results of the poll to the students and discuss the need for leisure time activities and how people meet this need in different ways.

6. A) Discuss with the class the following situation:

"A young mother, twenty-nine years of age, with four young children is suddenly left a widow. Because of little life insurance money she faces the possibility of losing her home. Obviously, this woman has to come to grips with new and demanding needs."

B) Brainstorm for two minutes with the class all of these new needs. On the chalkboard list all of these as they are suggested by the students. Analyze the list with the group and by consensus determine the five most pressing needs of the widow.

C) Next, brainstorm for two minutes possible actions that can be taken by her to meet these five needs. Again, write down all actions, then by consensus determine how she can seemingly meet her needs.

D) Point out to the class that there are many variables that will determine the woman's success in meeting the needs of herself and her family (i.e., job readiness, personality, emotional dependence on her late husband, closeness to relatives, etc.).

7. A) Discuss with students the idea that many federally-funded and state-funded government programs are designed to meet the primary needs of individuals who are unable to fulfill those needs independently. Many such programs are structured to assist individuals on a short-term basis when they are temporarily unable to meet their needs.

Ask students to brainstorm and develop a list of such programs. To begin the brainstorming the teacher may want to jot one or two examples on the board. Appropriate examples might include: food stamps, government subsidized low-cost housing, free school breakfast or lunch programs, free immunization programs, aid for dependent children, medical clinics, Medicaid.

B) Following the brainstorming session, briefly discuss the programs and which needs are met by the programs.

C) Have the students read the following situations and identify appropriate federal programs or community resources aimed at alleviating the problems.

1) Joanne is eighteen years old. She has one two year old son and is expecting a second child in three months. Her parents have recently separated and neither of them wants the responsibility of caring for Joanne and her children. Joanne did not complete high school and is not able to find a job that will pay her enough to cover the cost of caring for herself and her children.

What program will help Joanne? (Answer: AFDC and food stamps)

2) The Careto family recently moved to the United States from Argentina. Mrs. Careto is interested in providing the children with preventive health care but does not have the money to see a private pediatrician.

What programs will help the Careto family? (Answer: immunization programs, medical clinics)

3) Mr. Garrison is a retired plumber living on his social security payments. He recently had a minor car accident which has resulted in large medical bills. He is unable to meet the cost of his medical expenses.

Which program can help Mr. Garrison? (Answer: Medicaid)

8. A) Suggest to students that they allow their "fantasy-mind" to take control for a short time, and to imagine that they are part of a space team that will be sent into outer space for the longest duration ever attempted in history - 1 year. Ask students to work in pairs and to compile a list of those things and people that they would take with them on their journey. After allowing sufficient time for the lists to be completed, have students read off items from their lists giving each pair a turn to read off only one item at a time. Have a recorder list the items on a chalkboard. Continue going around the room until all of the items have been read. (Tell students not to read things that have already been recorded.)

GOAL IV, OBJECTIVE A: The student will be able to discuss how human needs affect behavior.

B) Following the recording ask a student to come to the chalkboard and to circle with colored chalk all those items that satisfy basic needs - the need for food, shelter and warmth.

C) Have another student circle with a different color chalk all of those items that fulfill secondary needs (safety, belonging, love, respect, self-esteem, self-actualization).

D) Lead a discussion focusing on different types of needs and the concept that people satisfy the same needs in many different ways.

GOAL IV, OBJECTIVE B: The student will be able to describe how certain human needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

Sample Learning Outcomes:

- Be able to discuss which needs must be met throughout the life span, including how they vary at individual points in life.
- Be able to identify and discuss those needs which change in intensity at certain stages in life.

ACTIVITIES

1. A) Using the summary contained in the Notes to the Teacher, introduce Maslow's Hierarchy of Needs to the class.

   Physiological Necessities -- (physical needs) the need for food, shelter, etc.
   Safety -- the need to be safe from harm.
   Belongingness -- the need to be part of a group - family, friends, etc.
   Love -- the need to give and receive love.
   Respect -- the need for others to recognize us as a worthwhile individual.
   Self-Esteem -- the need to feel important and worthwhile.
   Self-Actualization -- (self-fulfillment) the need to become all we can become.

   B) Stress to the class that Maslow's "needs" are basic to all human beings and that they are sequential in nature (i.e., the need for food, #1, must be satisfied before the need for esteem can be considered or met).

   C) Assign the students the task of examining where they, as individuals, are presently, on the seven-point continuum (i.e., what needs are now satisfied and what needs are they currently concerned with).

   D) Assign research projects utilizing demographic data to compare and contrast:

      1) The needs of a family of American Indians in the West with the needs of a typical Navy Captain's family of Norfolk, Virginia.

      OR

      2) The needs of a rural Mississippi Delta family with the needs of the families of the students in the class.

   E) Ask students to discuss findings in class. Emphasize the fact that all human beings have real needs all through their lives. Underscore the fact that only some needs are satisfied by money.

   F) Assign a short position paper on the topic, "Money Can Buy Happiness." Direct students to use the concept of Maslow as a framework in supporting their position, either pro or con.

GOAL IV, OBJECTIVE B: The student will be able to describe how certain human needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

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2. A) Prepare enough copies of the "Answers To My Needs" list to give one to each student. Explain that they will not have to share their answers with anyone unless they want to.

ANSWERS TO MY NEEDS

__enough to eat
__a warm winter outfit
__a stereo
__a happy home life
__a steak dinner
__a good after-school job
__an interesting job
__a transistor
__feeling happier
__a good income
__be more popular
__a perfect complexion
__a really nice room all my own
__good grades this semester
__a chance to take a two-week trip
__be invited to join a special group
__a complete new outfit in the latest style
__a chance to go to college
__one really close friend
__a black and white TV
__a color TV
__a comfortable place to sleep
__a better means of transportation (new bike, better car)
__a steady boy/girl friend
__one parent who understands me
__be someone important in school (a class officer, cheerleader, on a team)
__a new exciting friend
__be sure I wouldn't get in trouble

B) Tell the students to read the list carefully. (You may need to go over it if you have poor readers in the class.) Then ask them to vote for the ten they feel they need most right now and would most like to know they could have, feeling the way they do right at this moment. Allow about five minutes for them to make their ten checks, assuring them they can change answers if they decide their first answers were not the best.

C) When they finish marking their answers, ask them to see how many of their answers were directed at meeting primary needs and how many were for secondary needs. (Placing a "P" and an "S" beside the answer will help them count the answers.) Suggest they take a look at some they might have marked "P" and consider whether, for example, a complete new stylish outfit was answering a primary need, or whether it might not actually have been a choice to help them feel a sense of belonging to a group, or of achieving a sense of status and importance. Can they match the Maslow Hierarchy of Needs with their answers?

D) Ask them to mark with an "X" any answer that they think might be different five years from now.

3. A) Divide the class into five groups and assign the students to research the needs of the following age groups:

1) infant
2) five-year-old child
3) teenager
4) adult
5) elderly

B) Have each group share the results of their research and focus on the ways in which the needs of people in these five age groups are alike and also how they are different. Ask students to indicate which needs remain the same.

4. A) Discuss with students the idea that throughout an individual's lifetime certain needs remain constant, though they may be fulfilled in different ways. The need for food, safety, shelter, love, nurturance, caring, belonging, respect, esteem, and recreation are shared by children, adolescents and adults.

B) Prepare for viewing on the opaque projector a series of photographs (taken from magazines) that demonstrate individuals at different stages in the life cycle fulfilling different needs.

Good examples - children playing, adults involved in sports, elderly couple hand-in-hand, club or group activities of adolescents, babies eating, teenager in sports car, middle-aged couple in a house.

C) As the illustrations appear on the screen have the students write down or call out which need is being satisfied, and whether the need is a primary or secondary need.

5. A) Discuss with the class the idea that at different stages in an individual's development fulfillment of specific needs is more essential. For example, depriving an infant of food when hungry will immediately cause a drastic change in the infant's behavior. In contrast, a hungry adult can be deprived of food for a short period of time and the adult's behavior will not significantly change.

B) Discuss with students the following situations encouraging students to consider which needs are being deprived and the possible effects on behavior. Focus on how the needs can be met, including a discussion of community resources when appropriate.

1) What may be the outcome of an infant who is fed and kept clean for one year but is given little or no other physical and emotional stimulation?

2) What may be the effect on a toddler who is deprived of hearing a normal amount of speech by adults or has hearing problems at this stage of his development? What might he be like in kindergarten?

3) A teenager has been kicked out of his home. How does he view the world? What basic needs can be met through his own resources? What needs might remain unmet?

GOAL IV, OBJECTIVE B: The student will be able to describe how certain human needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

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4) A middle-aged man loses a promotion to a younger member of his business firm. Which of his secondary needs may not be met? What may be some outcomes for this man if this need is not satisfied? What may he do to satisfy this need in another manner?

5) An elderly lady with serious physical problems is living in an apartment alone. Her children live in other cities and visit only occasionally. Which of the lady's needs may not be met? What are the possible outcomes? How can her needs be met by the community?

6. A) Bring into class and post charts indicating different caloric requirements for men and women according to height and frame size. (These usually are available from health department, dairy councils, doctors involved in weight control programs or low caloric cookbooks.)

1) Discuss with students the different caloric needs of young children compared with young adults.
2) Focus on the effect that exercise has on caloric requirements and contrast minimal exercise with very strenuous exercise.

B) Divide the class into five groups. Distribute to each group a card with one of the following situations. These give a description of an individual with his specific caloric needs. Have each group develop three meals (plus snacks) which meet the stated caloric requirements and are nutritionally balanced according to the basic four food groups. As resource information, mimeograph and distribute a chart of common caloric values of foods for each group (easily found in many cookbooks).

SITUATION #1

John is sixteen years old, 6'1" tall, and weighs 170 lbs. He is a member of the school football team, and also exercises with barbells to keep in shape. The coach has suggested he follow a 3,300 calorie diet to maintain his weight.

SITUATION #2

Mr. Peterson is 55 years old, 5'11" and weighs 200 lbs. He is an accountant whose main form of recreation is playing golf. The doctor recently examined him and suggested he lose 35 lbs. and maintain a 2,300 calorie diet.

SITUATION #3

Miss Wolfe has been a secretary for the past thirteen years. Her weight has increased from 122 lbs. to 140 lbs.; he height is 5'4". She would like to return to her original weight and the doctor has advised her to follow a 1,330 calorie diet. She follows no regular exercise program.

GOAL IV, OBJECTIVE B: The student will be able to describe how certain human needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

SITUATION #4

Jayne is a twenty-seven year old woman, 5'6", expecting her first child in six months. Her normal weight is 125 lbs., which her doctor said was within the normal range. The doctor has suggested she follow a 2,400 calorie diet in order to provide proper nutrition for herself and her baby.

SITUATION #5

Michael is twenty-five years old, six feet tall and weighs 135 lbs. He plays basketball and jogs on a regular basis. He would like to gain 35 lbs. and the doctor has suggested a 3,500 calorie diet in order to do so.

NOTE: Calorie amounts were based upon calculation using the following formula:

Multiply ____ lbs. ideal weight by 15 if physical activities include no exercise.

17 if you do regular light exercise.

19 if you do regular moderate exercise.

Your actual daily calorie needs = ___ calories

To substract:

For a weekly weight loss of about 1 lb. - 500 calories
1 or 2 lbs. -1,000 calories

Taken from Eat and Get Slim Cookbook by Ann Williams-Heller

7. Show the film, "To Be Growing Older," to the students. Discuss with the students the needs and concerns of the elderly presented in the film. (See bibliography.)

GOAL IV, OBJECTIVE C: The student will be able to discuss how human needs can be met through community resources when individuals or families are in a crisis.

Sample Learning Outcomes:

- Learn methods applicable within most communities for obtaining information regarding services available to help people solve their problems.
- Be able to suggest one or more possible sources of assistance for a given family crisis such as sudden illness, loss of a home by fire, etc.

ACTIVITIES

1. Present the situations below to the class and have the students discuss each situation in terms of:

   A) What are the immediate needs of people in the situation?
   B) What can the community do to help meet these needs?

   SITUATIONS

   1) Ben and Sally Saunders and their two children returned home late on Friday night after visiting friends. To their horror, they discovered three fire trucks in the middle of the street desperately trying to put out the flames engulfing their house. The Saunders family lost everything in the fire.

   2) Julie's family has just moved to a new city because her father received a job promotion. Julie feels sad and lonely about leaving her friends. She does not know anyone her age in the new neighborhood.

   3) Doris Johnson has just learned that Mark, her teenage son, has a hearing problem and needs extensive tests and specialized medical treatment. Mrs. Johnson is divorced and has a limited income.

   4) Sam Richardson, aged seventy-two, and his wife Lucy, aged seventy-one, have lived in their home on Cardinal Crescent for forty-three years. The State Highway Department has informed them that construction on the new interstate will make it necessary for them to move.

2. A) Divide the class into two groups and indicate that one group will become "reporters" for the local hot line column in the newspaper and the other group will provide questions to the hot line column. The group working as the reporters will have the responsibility of answering the questions after researching resources in the local community. The group writing the questions must focus on the special needs of individuals and families.

Examples of the type of questions the hot line column might answer are:

1) My father is an alcoholic and currently is unemployed. What kind of help is available to him that will not cost any money?
2) My grandmother refuses to move in with us but we know she does not eat properly living alone. Is there any kind of program that takes care of feeding the elderly?
3) My parents fight all the time and are thinking about getting a divorce. Is there any place they could go for some counseling that might help keep them together?
4) My retarded cousin has just come to live with us. Where can we go for help in dealing with him, and also where can he find a place to work?
5) I just dropped out of college after finishing one year. Where do I go to find out what type of work I am most suited for?

B) Discuss with the reporters sources of information for community resources including the public library, the yellow pages and any community referral service available.

C) Develop a bulletin board or display so that the questions can be posted once they are developed. Have the reporters post the answers as they are researched.

D) If the class demonstrates interest, have them reverse roles and the reports then have an opportunity to develop the questions.

3. A) Using brainstorming techniques (see "How To..." Section), ask the class to list problems which may confront families or individuals in which they would need outside assistance. Stimulate their thinking by suggesting that they may try to recall emergencies described in the newspapers, and problems discussed by advice columnists. Try to extend the list so that there are at least as many problems as there are students in the class.

B) Assign several students to copy the list onto slips of paper which can then be placed in a container from which each student will draw one problem. Tell the students that their assignment for the next day is to determine what resources exist in their community for meeting the problem which they have drawn. Suggest that they may find information from a school guidance counselor, from public library reference desks, from the local United Way office, from any community information and referral service, and perhaps from members of their family. Also suggest that they try to use a telephone directory, checking both yellow pages and looking under state, city, and county listings for possible services of the type their assigned problem might need.

C) When the class meets the following day, have each student report on the resources they have been able to find, and tell how they were able to get the information. If any of the students were unable to find any information, ask the class to suggest to those students how to tackle the assignment and let them report the following day.

GOAL V. To encourage students to examine the nature of interpersonal relationships in order to develop the skills needed to get along well with others.

Instructional Objectives:

A. The student will be able to discuss similarities and differences between groups of people, and the effects which they have on behavior.

B. The student will increase skills which promote effective interpersonal relationships.

C. The student will be able to discuss the influence of peer pressure on an individual's behavior.

GOAL V

GOAL V

NOTES TO THE TEACHER:

This Goal is concerned with interpersonal relationships -- helping students learn how to get along with others. You will observe that implied in the objectives, the sample learning outcomes and the activities themselves is the belief that improving skills in communicating with others is extremely important. Through use of these activities, you can help the students avoid misunderstandings and avoid being misunderstood, thereby reinforcing the other goals of "Dimensions for Living" as well. You may find additional activities under Goal II and Goal III that are useful.

Since much of this Goal is concerned with communications skills, it should be remembered that your own example will serve as an important model. Here again Dinkmeyer's suggestions to help parents in communicating with their children are equally useful for teachers.[1] In describing how to become an effective listener, he says:

> "The sort of communication we are aiming for is based upon mutual respect. 'Mutual respect' means...accepting what the other person says. You may not agree...but you can demonstrate that you accept their feelings.
>
> Becoming an effective listener requires concentration. It involves establishing eye contact and a posture which says, 'I'm listening.' Sometimes good listening requires us to be silent. Sometimes it requires us to respond."

Reflective listening, according to Dinkmeyer, calls for grasping what the person feels and means, based both in his words and his facial expressions. By reflecting back to the person what he seems to be expressing, you can help him feel understood. As your own skills in reflective listening develop, you demonstrate for your students one vital aspect of communications.

A second skill, one very ably discussed in Gordon's Parent Effectiveness Training, is learning to convey your own feelings to others without being accusing or placing blame. Gordon calls this using "I-messages," since it consists of your stating in the first person how you feel. "I-messages" are a means of identifying to another person the behavior which is disturbing, explaining how that behavior makes you feel, and the consequences of such a feeling.

Many people feel self-conscious at first in using "I-messages" or feel that it is a contrived and artificial approach, but if you will experiment with this approach for a day or two, you should soon find it seems quite natural.

For example, you might say to several students who are being noisy and disrupting the class, "I feel very impatient when you make so much noise, because it slows down our class and that means we don't have time to finish our work today before it is time for lunch." Whether you are discussing group or individual behavior, it is a good principle to limit your critical remarks to the behavior itself, and to avoid applying unfavorable comments to the students

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[1]Dinkmeyer, op. cit., pages 47-48.

themselves. Don't say, "Johnny, you're being too noisy." Instead, say, "Johnny, when you make so much noise, it is hard for the other students to hear me, and it makes us all feel cross."

While you probably would not use the word "communications" with younger students, you can convey the concept of interpersonal communications to them if you use one or more examples from the various media. For example, explain that for a radio message to be successful, it must have not only a sender who knows how to deliver his message, but also a receiver who actually receives--and hears--the message. Whether you use CB radios or televisions to illustrate the idea, you can made the point that human beings exchange their thoughts successfully only when the one "sending" has a message that can be understood, and when the one "receiving" is actually listening.

When classroom communications break down, try to find out, with the help of the class, what caused the poor communications. You may find that you need to accept the responsibility, if your own message had been poorly sent. If, on the other hand, the difficulty seems to lie with their poor listening or inattention, note that matter-of-factly, and treat the situation as one to be solved together.

GOAL V, OBJECTIVE A: The student will be able to discuss similarities and differences between groups of people, and the effects which they have on behavior.

Sample Learning Outcomes:

- Be able to discuss the causes and effects of prejudice, both in himself and in the behavior of others.
- Reflect in his behavior a tolerance of differences between himself and others.

ACTIVITIES

NOTE TO THE TEACHER: This objective covers viewpoints which are directly concerned with perceptions of mankind and our common humanity. You may wish to use the first activity as the springboard for the other activities which deal more specifically with how human beings are alike and different.

1. A) Provide the setting for this activity by telling the class that John Donne was a seventeenth century poet. The passage below was written as he was recovering from serious illness, and is taken from "Meditation 17." The spelling has been modernized to facilitate study. It will make the discussion easier if you can provide each student a copy of the passage.

"Perchance he for whom this bell tolls may be so ill as that he knows not it tolls for him; and perchance I may think myself so much better than I am as that they who are about me and see my state may have caused it to toll for me, and I know not that...

All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated...

No man is an island entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were.

Any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee."

B) Bring out that one time it was customary to toll or ring church bells at a person's death. Questions could include: Have you known people who, like Donne in the first paragraph, were desperately ill but did not know it? Can people be sick in other ways which they do not realize? When Donne speaks of death as a "better translation," is that pessimistic or optimistic? Why does Donne think someone else's death could "diminish" him? Does any of his thinking apply to us today? What kinds of suffering or death also result in our own suffering?

GOAL V, OBJECTIVE A: The student will be able to discuss similarities and differences between groups of people, and the effects which they have on behavior.

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2. A) Make copies of the Cultural Exchange Questionnaire below:

CULTURAL EXCHANGE QUESTIONNAIRE[1]

NOTE: No one needs to answer any question he or she does not want to answer. The purpose of this questionnaire is to compile a composite picture of how we live--our similarities and our differences.

MEDIA

About how many hours a week do you spend watching TV?
What are your two favorite programs?
About how many records do you have (nearest 10)?
What is your favorite group? Your favorite song?
What magazines do you subscribe to?
What magazines do you read regularly?
What radio programs do you listen to?
What newspapers do you read?
What are your favorite parts of the newspaper?

MONEY

Do you have an allowance? How much?
Do you work around the house for money?
Do you have a job outside your home?
Do you have a savings account?
What do you spend money on?

TIME

What time do you get up on school mornings? On weekends?
What time do you go to bed on school nights? On non-school nights?
Do you have any bedtime rituals? What are they?
How much time do you spend on homework?
What time do you usually eat supper?
How do you spend a typical Saturday afternoon?

HOME LIFE

What is the first thing you do when you get home from school?
Does your family eat dinner together?
Who washes the dishes?
Who prepares the meals?
Who makes your bed?
Who cleans your room?
Who cleans the living room?
How many parents live with you?
What other adults live with you?
Do you have a room of your own or do you share one?
Are there pets in your home? What kind?
Who takes care of it/them?

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[1]See bibliography.

B) Distribute the questionnaires and point out that this information is to be compiled by students for their own use. No one need answer any question he does not want to, and all information is anonymous.

C) Have students fill in the questionnaire and then cut it into four parts. Divide the class into four groups and have each group compile and report on the information from its assigned area.

D) Plan ample time for discussion following each report.

3. Discuss the situation of meeting someone for one time only and immediately establishing a first impression. Then discuss how your ideas about this person usually change after you get to know them.

4. A) Ask students to focus on the meaning of prejudice by writing five sentences beginning with: "Prejudice is..."

B) Show the film, "Prejudice." (See bibliography.) This film examines racial, sexual, religious and age prejudices. Narrated by David Hartman, it examines types of prejudice, history of and possible reasons for it, and offers suggestions toward solutions.

1) Ask each student to choose one type of prejudice which they have experienced either first or second hand and to write a brief descriptive paragraph. Emphasis should be on the reasons for prejudice and suggestions for reducing it.
2) List the types of prejudice on the chalkboard and have students share suggestions for reducing it. Consider if difficult forms of prejudice can be reduced by the same methods?
3) Ask each student to identify in writing a personal prejudice or attitude which they would like to alter. Suggest keeping a log for one week of efforts designed to change the attitude and have students share their experiences on a voluntary basis the following week.

C) As a concluding exercise, have students repeat the initial activity of writing five sentences beginning with "Prejudice is..." and compare with the sentences first written.

5. Show the film, "Little Bigots," and discuss how poking fun affects those who are ridiculed. (See bibliography.)

6. Ask students to bring in records and lyrics of popular songs dealing with or reflecting various types of prejudice. Discuss and compare these with the class.

7. A) Instruct students to assume the role of editor of "What's Your Problem?" Have them respond to each of the problems below:

1) "I am a sixteen-year-girl. I live in a poor neighborhood, and my father is unemployed. Ralph, whose father is a doctor, has

asked me for a date. I like him a lot, but I'm afraid that he will not like me when he finds out where I live and what my family is like. What should I do?"

2) "I am a senior and have been offered a scholarship to Pratt Institute in New York to study clothing design. My friends and parents think that this is not an appropriate career choice for a boy. They are pressuring me to study drafting which I don't like as well. Please advise me."
3) "I am planning to be married soon after graduation. My fiance is Baptist and I am Catholic. Our parents are very much against the marriage because of the religious differences. They refuse to take part in the wedding. What should we do?"
4) "There is a new boy in my class who dresses differently and is always reading a book. I would like to be friends with him, but the other guys call him a 'creep' and laugh at him. What should I do?"

B) Have the students write their responses and then share them in small groups.

C) Assign students to write one additional problem and trade with another student in his group and write responses to the problems. Students should also discuss these in their groups.

8. A) Assign students to read the book, Living With Differences,[1] and discuss the following:

1) The importance of common interests in creating acceptance.
2) Other ways in which people object to the differences of other people.
3) Awareness of the value of each individual to society.
4) How it feels to be a minority.
5) Consider the fact that differences exist everywhere.

B) Have small groups of students carry out the following:

1) Be the Jones' neighbors and discuss the effect on the neighborhood of having the Joneses buy a house in their block (from "A Different Attitude," pp. 3-7).
2) Role-play a scene involving Lawrence, from "The Borderline Case" (pp. 9-11), and try to show how he feels about his lot in life.
3) Role-play a scene between Richard and Frank in "I'm Richard" (pp. 57-58), with Richard attempting to teach Frank something about his unconsciously insulting attitudes. Can Frank be wakened to his inaccurate appraisal of himself? (He thinks his attitude about blacks is "right.")
4) Role-play the possible breakfasts the class members may experience (from "Put Yourself In His Place," pp. 55-57).

[1]See bibliography, The Coping With series.

GOAL V, OBJECTIVE A: The student will be able to discuss similarities and differences between groups of people, and the effects which they have on behavior.

C) Carry out the following reverse role-playing situation:

If two members of the group with actual differences are willing to discuss them with each other, such a discussion can be held. After five minutes, ask them to reverse positions and try to be the other person, expressing his views as he gave them. This exercise often produces better understanding of the other person's perspective.

D) Discuss the section "Put Yourself In His Place" (pp. 55-57) with the class. Use the series of questions to help students become aware that:

1) There are different ways of living.
2) These ways are experienced by members of the class.
3) Understanding how others may live allows one to better understand others as persons.
4) Misunderstandings arising from a different point of view are often removed by the very process of learning how the other fellow lives.

9. Assign students to read and report to the class on one of the following books:

A) Nigger -- Dick Gregory
B) Savior, Savior, Hold My Hand -- Piri Thomas
C) Ossie, Ossie -- Guffy
D) I Know Why The Caged Bird Sings -- Maya Angelou
E) Bury My Heart At Wounded Knee -- Dee Brown
F) Black Like Me -- John Griffin
G) Notes Of A Native Son -- James Baldwin
H) Kike -- Edited by Michael Selzer
I) Bessie Yellowhair -- Grace Halsell

Students should focus their reports on the elements of prejudice described in each book, how this prejudice affected the individual, and how each person coped with the prejudice they experienced.

GOAL V, OBJECTIVE B: The student will increase skills which promote effective interpersonal relationships.

Sample Learning Outcomes:

- Show understanding of, and ability to use, different methods to reduce conflict.
- Show awareness of, and sensitivity to, a variety of forms of communicating effectively with others.

ACTIVITIES

1. A) Discuss with the students the concept of "feedback." The topic may be introduced by writing the following definition on the board:

> Feedback is communicating to another person your reaction to that person's behavior. The feedback may be provided in either verbal or non-verbal messages. The purpose of feedback is to help another person learn through specific information how his behavior or actions affect you.

Emphasize with the class the underlined portions of the definition. The focus of feedback is on behavior; it is very specific, non-judgmental, and it includes information on how the behavior or actions influence the observer.

B) After the students have discussed the definition, distribute the following handout and have students select the feedback comments that they would prefer receiving in the stated situations.

1) When you are nervously taking an exam you tap your pencil on the desk without realizing what you are doing. Which of the following statements would be more helpful to you?
   a) You're driving me crazy with that pencil tapping!
   b) I cannot concentrate when you tap your pencil. Please stop.

2) As hard as you try you are usually fifteen minutes late for any appointment you make. Which of the following statements would be more helpful to you?
   a) I get really frustrated when we miss the beginning of the movie because you are late so often.
   b) Can't you ever be on time?

3) You receive many phone calls at home and frequently each call lasts for an hour. Which of the following statements would be more helpful to you?
   a) Other people need to use the phone too, you know!
   b) I feel it would be more fair if you would limit your phone calls to fifteen minutes.

4) You get very excited during conversations and do not let people complete their sentences. Which of the following statements would be more helpful to you?
   a) Would you, for once, let me finish what I started to say?
   b) Please let me finish my sentence. It's very frustrating when you interrupt me constantly.

2. A) As a followup to the "Feedback" activity, divide the class into two groups. Choose a topic that will stimulate spontaneous discussion, such as school rules and policy, the grading system, or what the class would like to study next. Assign one group to be the inner circle and the other group to be the outer circle. Have students sitting in the inner circle discuss the topic. Students in the outer circle should listen to the discussion and provide feedback to those in the inner circle on their participation according to the guidelines in Activity 1.

   B) Reverse the circles and repeat the above activity.

   C) Discuss with the class the effectiveness of the feedback given and how the students felt during the activity.

3. (ACTIVITY FOR EARLY IN THE SCHOOL YEAR) A) Ask each student to choose a partner in the class whom he does not know very well. Ask the students to select a topic from several written on the board. Possible topics might include:

   . If I could change the way people treat me
   . An ideal date
   . One of the nicest things that ever happened to me
   . I'm happiest when
   . What it is I like most about myself

   B) Have each student share his reactions to the topic with his partner for a short period of time (three - five minutes). Be sure each talks as well as listens by calling out when half the time is up.

   C) Then have each student exchange feedback with his partner using the following sentence stems:

   1) "My impression of you is..."
   2) "My reactions to what you said is..."
   3) "Now that I know you better, I feel..."

   D) In a class group discussion focus on the following:

   1) Was the feedback you received helpful to you?
   2) Did you learn anything that you did not previously know about yourself?
   3) How did it feel to give feedback?
   4) How did it feel to receive feedback?

GOAL V, OBJECTIVE B: The student will increase skills which promote effective interpersonal relationships.

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4. A) Brainstorm with the class qualities of the following:

   1) My Ideal Friend
   2) My Ideal Parent
   3) My Ideal Sister or Brother
   4) My Ideal Date

   B) Write the responses of the students on the chalkboard under the proper headings. Compare the characteristics or traits common to all groups of ideals.

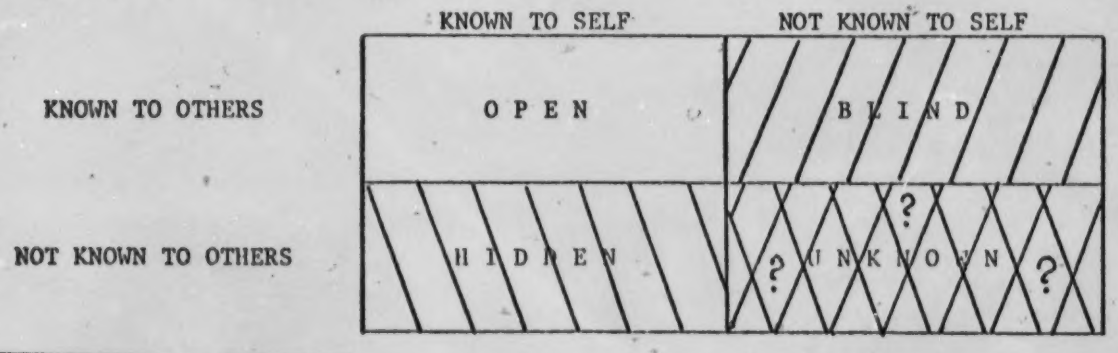
   C) Have students role-play how to tell another person about his strong points. Then discuss how the people in the role-play felt giving and receiving feedback.

5. A) Explain to the students that you are going to draw a diagram which will show ways in which we know ourselves and ways other people know us. Then draw on the chalkboard two squares bisected as shown. Tell them that the first one illustrates that there are parts of us which we know about and understand, but also many parts of our personalities and thinking which we don't know about. The second square illustrates that there are also parts of us which are known to others, which they can see and recognize, but also much about us is hidden from others. As we share ourselves with others, and as we know ourselves better, we can reduce the hidden or shaded areas.[1]

AS WE SEE OURSELVES	
Known to ourselves	Not known to ourselves

AS OTHERS SEE US
Known to Others
Not known to Others

   B) When these two diagrams are placed one over the other, they appear to be like a window, often called "The Johari Window." The effect is like the diagram below, where a part of us is open both to others and ourselves. A second part which we ourselves see is hidden from others; another part is hidden from us though others can see it, and a final portion of each of us is hidden both from others and from ourselves.



[1]See bibliography.

C) Ask students to indicate which part of the Johari Window is referred to in the following situations:

1) Johnny is unhappy with his friend Jack because Jack borrowed his new Eagles tape and returned it damaged. However, Johnny does not let Jack know how he feels.
2) Juanita confides to her friends that she and her parents cannot agree on what chores she should be responsible for at home or what time she should come home from a date.
3) Sara often makes sarcastic remarks to others. She does not see herself as a sarcastic person or realize that others see her in this way.
4) Al starts an argument with a classmate for no apparent reason.

D) Discuss with the students:

1) In order to build a close relationship with another person, what areas of the Johari Window need to be enlarged? Why?
2) What areas need to be decreased? Why?
3) Think of someone you would like to know better. Draw the Johari Window showing how large your open area with this person is at present.
4) How can you reduce the other areas of the window and form a closer relationship with this person?

6. A) Implement the following activity to help students discover the importance of vocabulary in effective communication. Have students construct a multiple-choice vocabulary quiz of approximately 10 questions using sentences with current slang words and expressions. Each item on the quiz should give five possible choices for the correct meaning of the sentence. An example might be:

"Bobby is a really cool guy."
In this sentence, cool means:

1) unfriendly
2) talkative
3) likeable
4) square
5) none of the above

B) Ask students to have their parents take the test and then share the results in class.

C) Have students collect from their parents slang expressions they used as teenagers and compare these in class. For example, students might ask their parents how they expressed, "I had a good time."

7. (GRADES 10, 11, 12) A) Write the word "Communication" on the chalkboard, and, using the brainstorming technique, list synonyms or explanatory phrases which the students suggest. Make it clear that they may also use words which describe some form of communication, such as "smile" or "scowl."

B) Based on the results of their brainstorming, ask them to try to define communication. Keep pressing them with questions until they are able to cover in their definition the concept of an interchange between individuals, which may be verbal or nonverbal, and which includes the conveying of some form of message.

C) Ask the class to list a number of forms of communications media (newspapers, television, telephone, morse code, telegraph, semaphore signal flags, one-way and two-way radio). Then ask for volunteers who each select one medium to discuss, comparing it with the other forms. For example, they might consider this in terms of whether the communication is printed, spoken, audible, visible, one-way or two-way, and whether the person sending the message has any way of knowing whether the message is being received. Ask each volunteer to try to bring out all the advantages offered by his form of communication.

D) Ask the same volunteers to make a further comparison between the medium they are representing, and a face-to-face conversation between two people. In what respects are they the same, and how are they different?

E) Again using brainstorming, list all the barriers to good communication which students can think of. For example, these could include being deaf, speaking different languages, mumbling, not answering the phone, daydreaming while the teacher is talking, etc. Try to expand their responses by questions such as, "What emotions or feelings could be a barrier in communications?" and "How much does distance affect communications?" Also ask them to add to the list any barriers caused when the sender and receiver do not know each other.

F) Summarize by bring out that when communication is good, a message is sent clearly, and received and understood by the person for whom it was intended.

NOTE TO THE TEACHER: You may wish to consider using The Family Communications Game, which is Activity 7 under Goal I, Objective D.

8. A) Select six volunteers from the class. Give them numbers, one through six, and send them out of the room. Distribute the Accident Report Work Sheets[1] to the rest of the class. Read over the accident report with the class and explain that the first member of the report chain will be called and the report read to him/her. The first member of the report chain will call in the second member and retell the report to the best of his/her ability. Then, the second member of the report chain will call in the third, and so on until all have been called in and heard the report from the person just ahead on the report chain.

As each member reports to the next on the chain, the rest of the class is to note any changes in the new version from the previous report on the blanks indicated on the Accident Report Work Sheet. As soon as the sixth member of the report chain reports the accident report (to the teacher and class), read the initial report once more.

[1]See bibliography.

B) This is followed by a large group discussion of the exercise. Focus for the discussion should be on the difficulty of transferring information accurately, and on ways to improve one's ability to transfer information. The initial focus should be on the reactions of the six members of the reporting chain, and on their feelings as they tried to concentrate on the message. It is important that the members are not subjected to blame or ridicule for faulty transmission of information. As a skill-building exercise, the class might repeat the activity with a new set of volunteers and a new accident report.

ACCIDENT REPORT WORK SHEET

Message: "Please listen carefully, as I must leave immediately to get to the hospital. I have just called the police from the gas station on the corner. Wait here and report the accident to them. As I was crossing the intersection, I saw the milk truck, which was heading west, start to make a right hand turn when the station wagon, heading east, started to turn left. They both must have put on their brakes at the same instant, because both brake lights flashed on at the same time. The wagon's wheels must have locked, because he went straight ahead into the side of the truck."

DIRECTIONS: For each repetition of the report, note any additions, subtractions, or distortions from the previous report.

First repetition:

Second repetition:

Third repetition:

Fourth repetition:

Fifth repetition:

Sixth repetition:

9. A) Ask students to think of a prized possession, something that they have that they like very much, and to write it down on a piece of paper for later use.

B) Divide the class into groups of three. In each group one member is designated Lender, another Borrower, and the third Observer. Ask the class to imagine that Lender has lent Borrower his prized possession, and Borrower has kept it far too long. Lender is to try to talk Borrower into returning the possession, while Borrower is to try to talk Lender into letting him keep it for a longer period. The Observer is to observe the communication which takes place, noting especially the strategies that the Borrower uses to keep the possession. Two minutes are allowed for this negotiation.

C) At the end of two minutes the Observer is given one minute to comment on the communication which he has observed. Then the Observer becomes the Lender, the Lender becomes the Borrower, and the Borrower becomes the Observer, and a new round is played. After each student has had the opportunity to play each role, a general discussion, focusing on the strategies that people use to get what they want, can be held.

VARIATIONS: This activity can be done in pairs, without the Observer, or in groups of four with two Observers. For groups of four, one Observer focuses on each role-player.

10. A) As a means of illustrating the difference in effectiveness of one-way and two-way communication, use the following activity. It can be demonstrated using pairs of students, or where two small groups are paired. In either case, you will need a person or group designated as "Sender" and another as "Receiver." Tell the class that you will provide two identical sets of baby building blocks, and that the sender is to give instructions to the receiver in such a way that, without either being able to see the other's blocks, the receiver can set the blocks up exactly the same way as the arrangement in front of the sender. The time allowed will be three minutes.

B) Set the pairs or groups with their backs to each other. The rest of the class can be divided into two groups of observers. Build an arrangement of six or seven blocks in front of the "Sender." During this part of the exercise, sender can give instructions to receiver, but receiver is not permitted to make any response.

C) At the end of three minutes, or when the exercise has been correctly completed if that comes sooner, reverse the assignments, and ask receiver to act as sender. During this part of the exercise, permit both sender and receiver to talk, although neither sender or receiver are allowed to see each other.

D) At the end of three minutes, stop and discuss whether two-way communication made the exercise easier. Encourage students in the observers group to contribute any of their observations. Since this activity sharpens the ability to think out clear instructions, it can well be repeated a number of times with others in the class acting as senders and receivers, perhaps competing as teams against a time limit.

11. (CAREER COUNSELING) A) Open class discussion by commenting that a key area of communications and interpersonal relationships is in the world of work. Mention that you will be looking at what is needed to get and keep a job.

B) Ask how many students in the class currently have after school or week-end jobs? How many students have had jobs during the summer? Ask for volunteers to describe the process they went through in order to get the job.

C) Brainstorm with the class and list on the chalkboard possible part-time positions for students, as well as possible summer jobs. (Be sure to include special federally-funded programs, if available.)

D) Discuss with students the procedure of job interviewing focusing on:

1) appearance
2) previous work experience
3) positive attitude
4) references

E) Cut from the local newspaper several employment classified ads, which might be suitable for students. Post the ads on the bulletin board or corkboard with a large box beneath the board. Have students select one ad to which they will reply by drafting a letter requesting an interview. (Provide a designated time period for all students to have completed one letter.) Draw letters randomly from the box and share the letters. Ask for comments from the class focusing primarily on ways of improving the letters so that the student is communicating his interest and qualifications as well as possible.

GOAL V, OBJECTIVE C: The student will be able to discuss the influence of peer pressure.

Sample Learning Outcomes:

- Be able to list at least five areas in which peer pressure commonly affects the behavior of students in his age group.
- Be able to discuss the influence of peer pressure and possible methods for dealing with it.

ACTIVITIES

1. A) Present the filmstrip, "Belonging to a Group," to the class to introduce the concept of group pressures upon the individual. (See bibliography.) The teacher may wish to introduce the filmstrip by presenting the following summary to the class:

Part 1 of "Belonging to a Group" consists of a series of vignettes that point out various ways in which pre-adolescents and early adolescents are influenced by their family groups and peer groups. These groups are shown helping young people learn to cooperate with others; to deal with their problems; to develop their talents; and to build self-confidence. Some of the difficulties that family and peer groups cause are also presented. In one situation, a young girl must cope with a conflict between her parents' values and those of her peers. Another episode portrays a peer group that presents a problem for a young boy when it exerts pressure on him to do something he feels is wrong. The final scene depicts what occurs when the interests and needs of a young girl and her peer group have diverged. At first, the girl feels left out and alone. However, she is later able to join another group that shares her current interests.

Part 2 is a dramatic situation that illustrates some of the principles of group dynamics. A number of questions arise as a group of young people pursues its activities. The program is stop-banded to allow for class discussion of these questions.

Two girls decide to organize a group to raise money for a children's hospital. After the group is assembled, the members discuss how to go about it. They decide to put on a carnival. One member initiates the idea; another becomes the leader; others contribute ideas and maintain order and harmony in the group. As the group finishes making plans, the program stops and asks, "Who in the group did the most to organize the carnival? What members of the group could have helped more, and how?"

The program resumes as preparations for the carnival are under way. Some of the young people discuss two of the members of the group who have not yet made contributions to the project. At this point, the students are asked to consider the questions: "If one person in a group does not have an idea for a project, should he be left out of the group? Should all group members be expected to do the same amount of work?"

In the next sequence, Paul, the group member who did not have any ideas for the carnival, is shown talking to his mother about it. After he decides to make cookies, students are asked, "What are Paul's feelings about himself? About working in a group? About the carnival?"

The final sequence of Part 2 is concerned with the day of the carnival - the final preparations, the carnival itself, and the group's reaction to the carnival. As the carnival proceeds, it becomes obvious that its success is largely dependent upon the nature of the group's interaction - that through cooperation and understanding, the goals of the group are achieved. It is also shown that through belonging to this group, the young people learn more about themselves and about each other.

B) Ask the class to consider the following questions for discussion of Part 1 of the filmstrip, "Belonging to a Group."

1) How much time do you spend alone? What do you like to do by yourself?
2) What do you like to do with your parents? With your sisters and brothers?
3) Have your experiences with your family taught you anything about cooperation and sharing responsibilities?
4) What activities do you share with your friends? Could you do any of these activities by yourself?
5) Do friends influence your ideas? Your values? Explain.
6) Would you sacrifice your values in order to belong to a group?
7) Have friends ever helped you to develop your talents? Explain.
8) How do you select the groups you want to belong to?
9) How do friends influence your feelings about yourself?
10) How do you think groups can help you to better understand yourself and other people?

C) Present the following questions to elicit discussion of Part 2 of "Belonging to a Group."

1) What are the goals of the group in the program?
2) Does the group have a leader(s)? Explain.
3) What roles does Mary Ann play in the group? What role does Brian play?
4) Which members of the group propose ideas for raising money?
5) Why did the group agree on the carnival? Was the idea for a carnival a compromise?
6) How did the group treat Kevin? How did Kevin react?
7) How did the group members treat Ellen?
8) How did Alan's attitude about the carnival change? Why did it change?
9) How would you describe Paul's personality? Why did Paul want to make the cookies by himself? How did the group's opinion of his cookies affect Paul's feelings about himself?
10) Would your group have planned and put on the carnival any differently?

GOAL V, OBJECTIVE C: The student will be able to discuss the influence of peer pressure.

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2. A) Distribute copies of the following situations to the students. In small groups have students discuss the situations and identify possible ways of coping with the pressures described. Then, as a class, share the alternate behaviors identified and probable consequences.

Situations:

1) Chris comes to English class on Friday morning and regularly asks Susan if he can copy her homework. Chris is the star quarterback on the football team and every Thursday night has practice until late in the evening. Susan, who has been hoping that Chris would ask her out all year, feels that providing Chris with her homework would not be right; however, all of her friends are pressuring her to help him. Susan feels torn - what advice would you give Susan if she asked your opinion?
2) Jay has been invited to a party at Steve's house. When he arrives he discovers that Steve's parents are away for the weekend and a great deal of beer, wine and liquor are being consumed. All of Jay's friends urge him to be "one of the guys" and have a drink with them. Jay has experimented with alcohol and prefers not to drink. However, his friends will not take no for an answer. If you were Jay what would you do?
3) Sharon's parents provide her with a fixed amount of money to buy clothing for each season. Sharon thinks the amount is very fair and enjoys the opportunity of selecting her own clothing. One Saturday Sharon and her friends are at the mall shopping. As they pass an exclusive shoe store one of her friends points to a pair of boots in the window and says, "Say Sharon, those would be perfect with your new coat!" The boots are beautiful, but would use up all of Sharon's clothing allowance. Sharon tries on the boots and they are perfect. Her friends say, "Buy, buy, buy!" What would you do if you were Sharon?
4) You and your friends always hang around together during lunch. A lot of the time you just sit around and talk about "what's going on." Today you are just sitting around when Pete, a new kid in school, walks by. Some of the guys start to tease him and finally Pete throws some dirt towards your table and runs off. The other guys chase him and start beating him. One of your friends yells to you to come and join them. What would you do?
5) You have just been invited to go to a party after the basketball game on Friday night. Even though many of your friends already date, your parents have said you have to wait for another year. You feel this is really unfair. Mary Ellen, your closest friend, has suggested you accept the date and stay overnight at her house. Mary Ellen said, "Your parents will not ever know that you went to the party." What would you decide to do?
6) You have just been selected president of the junior class and all of your friends are really excited for you. One of your first responsibilities is to appoint a class treasurer. The difficulty is that your closest friend, who really wants the position, is

very incompetent in managing figures. The most qualified person for the position is someone that none of your friends get along with. Whom do you appoint?

B) Conduct a class discussion relating to the group pressures that your students have encountered, and how they dealt with these pressures.

1) Ask the class to think about the kind of situations in which they have the hardest time resisting peer pressure.
2) Ask each student to write down the most difficult kind of situation for him/her to cope with - list reasons for difficulties.
3) Ask each student to write down some things to do to help with coping with peer pressures that are a problem for him.
4) Collect the unsigned papers and drop into a box. Randomly select situations and have the class discuss other ways of coping with the described situations. (This can be done over a period of weeks.)
5) Divide the class into small groups and have them write and role-play for the class a situation dealing with peer pressure.

3. A) Show the filmstrip, "Dealing With Group Pressure," Part 1. (See bibiography.)

B) Lead a discussion with students on the topics of loyalty, conscience, and group pressure, as related to the filmstrip.

C) Show Part 2 of the filmstrip, in which the actors themselves debate the same problems. Note and rediscuss areas or ideas which were not elicited from your class.

4. Divide the class into three groups to conduct an exercise called "Space Tower."[1]

For each group, assign one student to act as a process observer and explain that his role will be to observe the group working together. Explain that he will be providing feedback to the group on how they solved problems together, and he will be there to remind the group that one of their goals will be to be more aware of how individuals function in groups and how they can help make the group more effective. Reproduce and distribute the following Process Observer Sheet to each assigned student and ask that it be read carefully.

PROCESS OBSERVER SHEET

Directions: Your job is to observe the group as it works. Try to keep your eyes on how the group functions and what individuals do and say to help the group with its task. Resist the temptation to become involved with the task itself--let the group work on that while you watch how they work.

[1]See bibliography.

GOAL V, OBJECTIVE C: The student will be able to discuss the influence of peer pressure.

Familiarize yourself with the items below so that you will have specific things to watch for. If there is more than one process observer, you may wish to divide the items among you, and you will also be able to divide the group members among you so that you can follow individuals more closely. At the end of the task you will be asked to report to the group on the questions which follow.

1) What was the atmosphere in which the group worked? (Joyful, frivolous, tense, excited, etc.)
2) How did the group reach decisions?
3) How did the group handle conflicts? (Humor, sarcasm, open confrontation, shouting, withdrawing, etc.)
4) To what extent were all the members of the group involved in the task? Were there any procedures which helped people get involved?
5) How did the group decide who would speak and when?
6) How did the group treat male/female differences?
7) How well did the group members listen to each other?
8) Were there any leaders? How did they arise?
9) How did the group delegate responsibility?

Gather the following materials:

used computer cards or index cards
scissors
baseballs

Distribute to each of the three groups a 3-inch stack of computer cards, two pairs of scissors, and one baseball in the center of each group.

Give the students the following instructions:

"You are to design and build a tower which will support the baseball as high from the floor as possible. No props such as walls or chairs may be used. You will be allowed ten minutes for planning and ten minutes for construction. During the planning period, you may touch the material and experiment with structures if you wish, but none of the material you touch during the planning period may go into the construction. In other words, no prefabrication will be allowed.

A) Allow a ten minute planning time. At the end of the planning period, the teacher asks the students to reflect on how satisfied they were with the process that the group used in planning, and to write down for later reference a number from one to seven to represent their degree of satisfaction - one being very dissatisfied and seven being very satisfied. Then the teacher asks the students to write down a second number, again from one to seven, to represent their satisfaction with the plan that the group has decide upon. These numbers can be put away for the discussion following the completion of the building.

Instruct the groups to begin building their towers, reminding them that they have ten minutes. Warn the groups at the end of 5, 8, and 9 minutes.

B) Have students within each group conduct a five minute discussion of the process of their work on the tower, with the process observer reporting first. Ask that he report to the group the answers to the questions on his observer sheet.

C) Bring the class together and lead a discussion of the activity based on observations about issues of completion within the group, how leadership developed, how cooperation was evidenced. Encourage individuals to report their subjective feelings in regard to the following questions:

1) Did the group try to inhibit you in any way from building the tower your way? How, and what words were used?
2) Did you, as a group member, actually change your behavior in building the tower because of group pressure?
3) How did you feel when you were discouraged by others from following your own ideas?
4) Did your group develop a "leader?" How did this happen?

5. Present a variation of the "Space Tower" exercise, called "Shelter."[1] If possible, arrange for video tape equipment to be set up and film the process of one group of seven students completing the building process. The remainder of the class will act as process observers of the building of the shelter by the group and will answer the questions on the Process Observer Sheet in activity 4.

Provide the following materials:

a 5-inch stack of newspapers
a role of tape

Instruct the group of seven students as follows:

"You are to plan and build a shelter which you all can fit inside using only the newspaper and tape. No other supports such as chairs or the walls may be used, but you may tape your shelter to the floor if you wish. Total planning and building time for this task is thirty minutes. You may take as much of this time for planning as you wish, but once you start building you may not go back to the planning period. During planning, you may talk but not touch the materials. I will announce the time every five minutes."

A) Call time at the end of the 30-minute period. Ask the remainder of the class, who have acted as process observers, to report on the findings they have listed on their Process Observer Sheets.

B) Play the video tape of the planning and building for the building group members, who are now to act as their own process observers. Ask each member to report on his findings from his Process Observer Sheet. Discuss the possible variations between the reports of the building group and the group originally designated as observers.

[1]See bibliography.

GOAL V, OBJECTIVE C: The student will be able to discuss the influence of peer pressure.

C) Have the individuals within the building group report their subjective experiences about the building process. Encourage students to report specifically on ways the group influenced them to change their personal methods of building the shelter. What words were used? Did they have the effect of changing behaviors?

D) Review the building process on the audio-visual tape. Have students listen carefully for comments that were directed at influencing another group member's actions. Stop the tape at each of these instances and discuss the way these comments either encouraged or discouraged a group member's actions.

GOAL VI. To increase the students' acceptance of responsibility for the decisions they will make both now and later as adults.

Instructional Objectives:

A. The student will show increasing ability to define a problem and develop a practical method for resolving it.

B. The student will demonstrate increasing readiness to accept responsibility for his own behavior and for the decisions he makes.

C. The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

GOAL VI

NOTES TO THE TEACHER:

Values are those elements in our lives to which we attach a special importance; they can influence our choices and govern our decisions. Even very young children have a developing set of values, at first usually derived from parents and family, later from association with others and from the individual's own response to his world.

In his book, Deciding For Myself: A Values-Clarification Series[1] Wayne Paulson makes the point that values are a reflection of "harmony between thoughts, feelings and actions." Many of this guide's activities provide a chance for students to become aware of how their thoughts and feelings affect their actions. As this is better understood, the decisions they make which lead to action - or inaction - can be subjected to conscious scrutiny, and thus permit the student to reach a responsible decision. They will have an opportunity to discover that some things which they thought they valued are actually less important to them than they supposed, and that goals they thought they wanted (losing weight, getting better grades) could have been achieved had they truly been the students' highest priority.

One pitfall facing the leader of any discussion of values is the tendency present in most of us to believe that our own values are the best. The activities in this Goal are intended to bring out to the students that people's values need not be the same. Your task, therefore, is not to instruct the students in what their values should be, but rather to encourage them to think sufficiently about some of the areas in which soundly-developed values are important that they may reach an understanding of what their values are at this stage. We recognize that being non-judgmental with your class is likely to be difficult at first. You already know not to reject or "put down" the values of a student, but it may be more difficult to avoid applauding the ones which are close to your own. Try to remember, when discussing what the students value or consider important to them, that approval is a judgment, also, and while it may be gratifying to one student, could seem a rejection of his own outlook to another.

Many of the activities relate to selecting choices which are a reflection of preferences or taste, and are not descriptive of values as such. They do provide the students with experience in identifying their choices, and in recognizing that it is acceptable to hold preferences (and values also) which are different from those held by others.

A second point to bring out through the activities is that values change as we grow older, as circumstances change, as our responsibilities increase, and as our knowledge and experience affect our outlook on what is most important in our lives. Therefore, you would want the students to realize that values are not fixed or static, and that they should be re-examined throughout our lives.

A key section in this Goal relates to decision-making. You have many opportunities daily to let the students make decisions, both as individuals and as groups. Giving them these chances shows your respect for them, and your trust. Of course, not all their decisions will turn out well. This gives you a chance to introduce them to the process of problem-solving, a technique that is as useful in working on a problem in arithmetic as it is in trying to resolve an argument or classroom behavior problem.

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[1]See bibliography.

If you yourself have the problem-solving steps well in mind, you can help the class through the process one step at a time by asking key questions. After several experiences with this (planning a field trip, deciding who should decorate the classroom door for a holiday, considering how a hallway display case could be decorated), the steps will begin to seem logical to the students, and easy to remember. Thereafter, you can play a less active role, and watch their progress in making decisions for themselves.

You can also make the use of problem-solving more appealing if you ask them to apply it to decisions in their immediate lives. The student who is planning to look for a part-time job, the student considering buying a second-hand car, the person who has not chosen to which college he will apply - all can learn from the process. Group brainstorming around a problem proposed by one student can often result in a truly useful plan, as well as a great deal of shared feelings and concern.

Objective C contains several activities which introduce different approaches to problem-solving. You should select the ones you feel most suitable for your students. The students' introduction to problem-solving should give them knowledge of ways of approaching problems they will encounter as adults and will serve to focus their attention on the fact that many of the actions in our lives are the results of decisions we make.

GOAL VI, OBJECTIVE A: The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

Sample Learning Outcomes:

- Given a list of items or topics, be able to assign priorities to them according to his own perception of their importance.
- Be able to describe how his values have changed with respect to two or three key areas in his life (use of leisure time, use of money, kinds of people with whom he wishes to associate).

ACTIVITIES

1. A) Bring to class or ask students to bring recordings of songs that show different philosophies of live. Play five songs and ask students to write a word or two about each philosophy and to rank them as they fit each student's personal philosophy of life from "most like me" (1) to "least like me" (5).

   Collect the responses and tally the results to get a class profile. Discuss with the students that the songs chosen as "most like me" most often or "least like me" most often do not indicate right or wrong philosophies of life. They show which songs or philosophies best reflected what a majority in the class feel or believe.

   B) Conclude the activity by discussing:

   1) One's philosophy is his guide for his behavior.
   2) A philosophy is learned through past experience and through modeling others.
   3) A philosophy changes through time and experience.

Suggested Songs:

SONGS	PHILOSOPHY
"Bridge Over Troubled Water" (Simon and Garfunkel)	Kind, charitable, helping concern
"Climb Every Mountain" (Sound of Music)	Courage, faces things, looks for challenge
"Everything Is Beautiful In Its Own Way" (Ray Stevens)	Postive outlook, tolerance, recognizes beauty
"Gentle On My Mind" (Glen Campbell)	Carefree, irresponsible
"He's Got The Whole World In His Hands"	God-centered, religion

"Is That All There Is?" (Peggy Lee)	Negative, cynical, unshakable
"I've Got To Be Me" (Sammy Davis, Jr.)	Individuality
"People" (Barbra Streisand)	Interested in others and cares for others
"Raindrops Keep Falling On My Head" (B. J. Thomas)	Grit, determination, optimism
"King of the Road" (Roger Miller)	Nonmaterialistic, carefree, irresponsible

2. A) Have the students brainstorm what they think are the essential ingredients of "the good life," such as friends, world peace, family security, excitement, etc. List their responses on the board. Then ask the class to narrow the brainstormed list to ten ingredients.

   B) Ask the students to rank order the class list individually. Divide the class into small groups for discussion.

   C) Tally the results of the students' ranking and discuss the similarities and differences in the way individual students see "the good life."

3. A) Ask the students to state their "philosophy of life" by writing one sentence that they believe about the following:

   1) fun
   2) faith
   3) feelings
   4) money
   5) work
   6) family
   7) society
   8) friends
   9) school
   10) war
   11) peace
   12) etc.

   B) Ask volunteers to reveal their "philosophy of life" to the class.

4. NOTE TO THE TEACHER: Students are often surprised to learn a) that one of their strongly-held opinions is not shared by others, and b) that thoughts which they felt no one else had had are quite common. It can be useful to use a simple voting procedure to encourage students to feel freer to have and express ideas on many subjects. The following exercise is an excellent way to arouse interest in a group and to start participation as a warm-up for a class discussion.

GOAL VI, OBJECTIVE A: The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

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4. A) Present a list of questions to the students which begin with, "How many of you...?" For example, "How many of you like to go on long walks?" After each question, ask students to take a position in the following manner:

   Affirmative - raise hands
   Negative - thumbs down
   Undecided - fold arms
   Pass - no action

   Emphasize the students' freedom to pass any question.

   B) Have each student contribute two possible questions for the list or use questions such as:

   "How many of you...?"

   1) think attending school should be optional?
   2) prefer going to McDonald's instead of having a steak dinner?
   3) think all children should be raised the same way?
   4) observe the speed limit when you drive?
   5) think it is all right for a girl to ask a boy for a date?
   6) would like to own your own business some day?
   7) think it is effective to use physical punishment with children?
   8) expect to get married?
   9) would participate in a computerized dating service?
   10) think you will marry more than once in your life?

   C) Following the voting exercise, allow five minutes in which the students are asked to write three or four sentences stating, "I learned..." These are for their private use, but volunteers may wish to share one or more of their "learnings."

5. A) View the filmstrip, "Values for Teenagers in the 1970s." (See bibliography.)

   B) Discuss problems all teenagers face. Talk about conflicting opinions and values which contribute to teenage confusion.

   1) Ask questions about attitudes toward cheating and the pressures they feel about this issue.
   2) Discuss the problems of making decisions of all kinds (personal decisions, value decisions, etc.). Discuss peer pressure. Contributions to society versus living for one's self can be discussed.

6. List the following names on the chalkboard:

   George Washington
   Gloria Steinem
   Muhammad Ali
   Joan of Arc
   Booker T. Washington
   Amelia Earhart

Have the students suggest personal qualities or values they associate with the names listed. Ask for other names of individuals that are strongly associated with particular qualities. Ask students to write down their own names and the personal quality or value they associate with it.

7. A) Suggest to students that they mentally visualize their homes and to jot down ten things in their homes they could do without. The list may include possessions, or non-material items - such as: arguments with my brother, lack of privacy.

   B) Ask students to volunteer to share items on their lists. Indicate to the class that one way of knowing your values is to know those things that have little value for you.

   C) If students exhibit interest, repeat the activity by making a list of things in the classroom that students could do without. Contrast the students' list with the list prepared by the teacher and see if any similarities or differences exist.

8. A) Ask students to imagine that they have been assigned as a foreign ambassador to any country that they would prefer. In that assignment all of their physical needs (such as shelter, food, warmth) will be well provided. They may, however, take one suitcase of personal possessions with them. Have students write down what items they would bring with them. Ask for volunteers to share their lists.

   B) Following a discussion about the items students selected, have students complete the following statement: From this activity I learned... Emphasize that the students can complete the statement in any way they would like. Sample conclusions might be: I learned I value my skateboard more than my magazine collection. I learned that the things important to me are important to other people too.

9. A) Have the students read My Life, What Shall I Do With It. (See bibliography.)

   B) Assign students to role-play the lives of the following characters - including the family of each breadwinner:

      1) Frank Eighty-Hour is working twelve-hour days. He avoids all activities but his job. His wife sees him briefly. He eats his breakfast at work and is rarely home for dinner. What is Frank like? What is his relationship with his family? What does he value?
      2) John Sixty-Hour is working ten-hour days, plays golf on Sundays, serves on a community committee which meets one noon hour per week, has a wife and three teenage boys. What are they like? How much do they see John? How does he treat them? How do they feel about him? (Portray these feelings in the role-playing incident.)

3) Terry Forty-Hour is involved in three community activities, is a big brother to an alienated boy, has three boys of his own, hunts, fishes, takes his family camping, and he and his wife belong to a weekly bridge club. What is his family life? What are his job prospects since he only works forty hours? What are his essential values?
4) Mark Twenty-Hour works when he needs money to eat or pay bills and spends all the free time he can exploring his own interests. He bikes, studies plants, does macrame, paints pictures, and swims. He frequently goes on walking tours with only a sleeping bag and a few utensils. What is Mark like? What are his essential values? What are his job prospects?
5) Mary Every-Hour is a homemaker and the mother of three children. She stays home to care for the children and therefore holds no job. What is Mary like? How does she feel about her children? What are her essential values? What are her job prospects?

10. A) Conduct the activity "The Spotlight Is On You." Explain to students that volunteers will be asked questions by one person in front of the entire class. The student may decide to answer the questions or to "pass." Emphasize to students that they may "pass" (without any comments made) as often as they wish. At any time either the person asking the questions or the person answering wants to stop, they may say, "Thank you, this is the end of "The Spotlight Game." Then have the students sit down. The person answering the questions has the right to ask any of them to the interviewer.

B) Sample questions might include:

1) What do you most like to do with your free time?
2) What kinds of movies do you like?
3) What subject do you like most in school? The least?
4) If you received $5,000 as a gift, what would you do?
5) What is your idea of a perfect Sunday afternoon?
6) What kinds of things make you the happiest?
7) If you could travel any place, where would you go?
8) If you could make any changes in our government, what would they be?
9) What is the most exciting thing that ever happened to you?
10) What is the best news you could get right now?

C) Conduct a follow-up discussion after all the students who wanted to participate have had a turn. Focus on the feelings of students when asking questions, answering them, similarities of answers, and new things learned about other students.

11. Have the students choose one of the following proverbs which represents a particular value they hold, and have them write an illustration of how it would be expressed in real life. Share these with the class.

A) People in glass houses should not throw stones.
B) Don't cry over spilled milk.

C) Slow and easy wins the race.
D) Don't put all your eggs into one basket.
E) The grass always looks greener on the other side.
F) A fool and his money are soon parted.
G) A stitch in time saves nine.

12. A) Implement the following activity to demonstrate to students that what is truth for one person may not be truth for another. Explain to the class that 1 represents total falsehood and five represents total truth. Draw the scale below on the chalkboard:

FALSEHOOD				TRUTH
1	2	3	4	5

B) Read the following statements to the class and ask each student to rate them on the "Truth Scale:"

1) Having money is more important than having friends.
2) Most teachers are fair to their students.
3) Fame is worth any price.
4) Politicians are dishonest.
5) A woman's place is in the home.
6) Cheating is acceptable if it is the only way you can keep your grades up.

C) Discuss student responses and ask for reasons why they rated a particular statement as they did.

D) Have each student make up two statements to read to the class. Ask for volunteers to share their statements and have the other students rate each on the "Truth Scale."

NOTE TO THE TEACHER: If students seem reluctant to share their ratings, ask them to turn the pages in anonymously and later present a class tally to the students.

13. NOTE TO THE TEACHER: The following activity dealing with school-age parenthood has been included here in order to help students examine their viewpoints and values regarding this area of concern. This can be a sensitive subject and it is extremely important to be aware of the maturity level of the students in your class. All discussion should be led in a non-threatening, accepting manner.

GOAL VI, OBJECTIVE A: The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

A) Make copies of the questionnaire which follows and have students complete it. Discuss each item using the FACT SHEET which follows the Questionnaire.

QUESTIONNAIRE

Mark each item True or False.

____1) Babies of teenage mothers are more likely to die before their first birthday.
____2) Most school-age fathers contribute at least one half of the financial support for their child.
____3) Eighty percent (80%) of those who become mothers at age 13 to 15 graduate from high school with honors.
____4) Babies born to teenage parents are more likely to live in deteriorated housing, in dangerous neighborhoods, have less adequate diets, clothing and medical care.
____5) Most school-age fathers marry the mother of the child.
____6) Mental retardation occurs more often among children born to mothers under the age of twenty.
____7) Fathers as young as 14 years old have been successfully sued for support of their children.
____8) Men who marry in their teens are more likely to have unskilled, low-paying jobs.
____9) The father of a child has a legal responsibility to support his child--regardless of his age, or whether he is married to the child's mother.
___10) Intelligence scores average higher to children born to mothers after the age of eighteen.

SCHOOL-AGE PARENTS
FACT SHEET

One girl in ten is a mother before her eighteenth birthday. (U.S. Census, 1973) Adolescent women in the United States now account for nearly 20% of annual births, over half of illegitimate births, and a third of annual abortions. (Population Reference Bureau, 1976)

The maternal death rate is 60% higher for teenagers 14 or younger and 13% greater for 15-19 year olds than for women in their 20's. The most common complications of teenage pregnancy are toxemia, iron-deficiency anemia, prolonged labor, and operative deliveries.

Some of these higher rates of birth defects of children of very young mothers are due to poor nutrition. Nutritionists consider the diet of teenage girls to be the worst of any group in the United States.

Several studies of babies have shown that intelligence scores were higher for children born to older mothers than for babies born to younger mothers. The studies matched mothers by socio-economic level and number of previous pregnancies. (Opel and Royston, 1971)

GOAL VI, OBJECTIVE A: The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

Professionals who work closely with school-age parents believe that child abuse and neglect is a serious problem. School-age parents have a tendency to expect too much from their children and show a low tolerance for crying. Researchers have reported babies as young as six or seven months being spanked or hit in their presence. (Delissovoy, 1973)

Babies born to school-age parents are more likely to live with only one parent or even with neither parent. Because of poverty, they are more likely to live in deteriorated housing, in dangerous neighborhoods, and to have less adequate diets, clothing and medical care. (Conolly, 1975)

Babies of teenage mothers are more likely to die before their first birthday. The infant mortality rate for babies born to white mothers under 15 is about 44 per 1,000 infants compared to 31 per 1,000 for mothers age 15-19, 22 per 1,000 for mothers age 20-24 and 19 per 1,000 for mothers age 25-29. (Stickle, 1974)

The younger the mother is at conception and birth, the greater will be the likelihood that the child will die before its first birthday.

The babies of teenage mothers are more likely to be born with birth defects which may have life-long consequences. The most serious birth defects are related to underdevelopment at birth. This is the principal cause of death at or within the period immediately following birth.

Other research shows mental retardation, birth defects such as spinal injury, breathing difficulties, and clubfoot born to mothers under 20. This study also found more epilepsy among children born to mothers under 20. (Newcombe and Tarendale)

Pregnancy and motherhood are major reasons for girls leaving school. The younger the woman when she bears her first child, the fewer years of schooling she will complete. Socio-economic background (SES) strongly affects the number of years of schooling completed, while race has relatively little impact.

Early childbearing greatly diminishes the overall attainment of women given the association between education and other measures of accomplishment, such as occupation and earnings. This suggests potentially significant lifetime consequences that place young mothers at a permanent disadvantage. (Moore and Waite, 1977)

In the four Tidewater cities of Norfolk, Virginia Beach, Portsmouth and Chesapeake, there were 2,524 births to girls 19 and younger in 1976. Fifty-seven of those were to girls 14 and younger, and they accounted for 21% of the total births in the area.

Studies show that men who marry in their teens are more likely to have unskilled, low-paying jobs which provide less job security or chance for advancement (Nye and Berardo, 1973)

GOAL VI, OBJECTIVE A: The student will be able to discuss or describe the values or viewpoints he holds which influence his behavior.

The father of a child has a legal responsibility to support his child--regardless of his age or whether he is married to the child's mother.

Fathers as young as 14 have been successfully sued for support of their children. They remain legally responsible until the child is 18 years old or legally adopted by someone else.

Parents are legally responsible for the financial support of their children until they are 18 years old, even though they may have children of their own.

B) Divide the class into four groups and have each discuss the positive and negative effects of school-age parenthood on one of the following:

Babies Mothers Fathers Grandparents

Assign each group to summarize the results of their discussions in chart form and share it with the class.

C) Lead a class discussion on how students would feel if:

1) Your 14-year-old sister became a mother.
2) Your 16-year-old brother became a father.

Include questions such as:

a) Should she/he get a job to support the baby or stay in school?
b) Who should take care of the baby?
c) Should he/she date people other than the baby's mother or father?
d) What would your responsibility be?
e) Should members of your family babysit for him/her to go out on dates? If yes, should members be paid?

D) Have each student pretend he/she is a newborn baby of a 17-year-old father and a 16-year-old mother. Discuss what they would want from their parents at the following ages:

Birth to 3 years
3 to 6 years
6 to 12 years
12 to 18 years

E) Summarize this topic by assigning students to write a paper on "The Effects of Parenthood on Teenagers." Ask for volunteers to share their papers.

GOAL VI, OBJECTIVE B: The student will demonstrate increasing readiness to accept responsibility for his own behavior and for the decisions he makes.

Sample Learning Outcomes:

- Be able to explain what factors have contributed to a given action or decision on his part, and discuss why he believes that action or decision to be a correct one.

- Demonstrate an awareness of the needs and feelings of others as evidenced in his actions and the decisions he reaches.

ACTIVITIES

1. A) Place four newsprint items, each with one of the following inscriptions, on the walls at the four corners of the room: EQUALITY (brotherhood - equal opportunity), FREEDOM (independence - freedom of choice), INNER HARMONY (freedom from inner conflict), and WISDOM (a mature understanding of life). Ask students to rank these items privately, determining which of these life goals is most important to them at this moment, which next, and so on.

   B) Then say: "In a minute I am going to ask you to go to the sign which represents your first choice. But first, try to guess which corner will be most popular, and which least popular." Encourage students to guess out loud.

   Ask students to move to the corner of the room which is first on their list of life goals. Discussion can follow, including such topics as whether there were any surprises and what factors influenced people's choices. (See bibliography.)

2. A) Assign students to read I'd Rather Do It Myself, If You Don't Mind by Shirley Schwarzrock and C. Gilbert Wrenn (The Coping With series) available from:

   American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014

   The objectives of the book are:

   1) To help teenagers understand that disengaging parental controls is difficult for both teenagers and parents.
   2) To develop skills in decision-making.
   3) To develop helpful attitudes toward parental authority.
   4) To develop decision-making ability.

   B) Discuss the book with the class in terms of the following:

   1) A person's security can be threatened by the thought that his decision may be incorrect. It follows, then, that the fear of the consequences of a wrong decision drives some parents to making the decisions for their children. The parent loves the child and doesn't want him hurt.

2) What are some ways for young people to show maturity to adults, especially parents?
3) The teenagers should recognize that making decisions wisely is a process which can be learned. It may be of significance for the teenager to become aware that there are several kinds of decisions to be made in life; for example:

   the either-or: a simple choice,

   enjoy now-pay later: accepting the consequences of the fun of the moment, realizing that it will be necessary to pay the price later, and

   value decisions in which one must decide which values are most important to him.

4) The effect of past experience on the decisions one makes is important. Have students role-play different reactions to the same circumstances, brought about by different past experiences, using the following situation:

   Jim's father has severely punished him for any infraction of rules. He has learned to live within the limits of his father's wrath, expressing only opinions of which his father would approve.

   Tom has experienced little or no disciplinary action at home. If he displeased his parents with some prank, it was easy for him to talk his way out of it.

   Now these two seventeen-year-old boys are asked to make a choice involving the unapproved use of school equipment. A tape recorder belonging to the school is left in the classroom in which a group of students holds an evening meeting. The custodian unlocks the door for the students before the teacher arrives. It would be fun to "fool around" with the machine. The school rule is that no one is to use this equipment without written permission. What does Tom do? What does Jim do?

   The role-playing could be two different incidents or one in which the two students react to the same circumstances, showing their different backgrounds.
5) Consideration of decision-making can be concluded by listing the steps necessary to wise decision-making, including the acceptance of the consequences and recognition that even with care not all decisions will be wise.

   The suggestion that it is better to avoid the "If only..." consideration of unwise decisions and develop an attitude of "Next time..." is a good note on which to conclude a study of self-decisions.

GOAL VI, OBJECTIVE B: The student will demonstrate increasing readiness to accept responsibility for his own behavior and for the decisions he makes.

NOTE TO THE TEACHER: The opportunity to discuss the problem of parental interference (real or imagined) in decision-making is one which many teenagers need. It is important to have a sympathetic, understanding adult who will listen. This is all many teenagers need. They solve their problems by being able to air their views. They gain perspective about their relationship by being able to talk it out.

Tact is of utmost importance. A session which is helpful to students must be kept from appearing to be a "gossip session" to the parents. For example, Joe may talk about his father during such a session. At dinner that evening Jim may say, "Today Joe said his father is very strict" - or inconsistent, etc. Jim's father is a friend of Joe's father, and the information travels back to Joe's father.

Only occasionally will a student be inclined to report to parents in this manner, but a teacher needs to meet such a situation before it occurs if at all possible.

An important role for the teacher is to be available and sympathetic. Further aid can be given by the mere recognition of the universality of the problem. A student is helped by learning that he is not the only one who has this problem.

3. A) Show the filmstrip, "Truth and Consequences." (See bibliography.) The filmstrip defines consequence as "something produced by a cause or necessarily following from a set of conditions." It may be helpful to have students give their own definition of consequence by brainstorming a series of synonyms such as, reaction, response, etc., and by discussing the results in relation to the filmstrip.

   B) Ask the students to write their own definition of "truth" on small slips of paper. Collect these and compile a class list. Have the class discuss the correctness of the definitions using a "True/False Approach."

   C) Discuss with the class:

      1) If you attempt something and the consequence is failure, does that mean that your whole life is a failure? Should you stop risking altogether?

      Make a list of several things which you have attempted to do but failed. Compare your list with others in the group and discuss the negative consequences of further risks, as well as the possible positive consequences.

      Then make a list of some of the things that you can do well. Compare your list with those of others in the group. Why doesn't everyone in the group do the same things well? What would happen if everybody did everything exactly the same way?

2) Everything we attempt to do has a consequence. The consequence appears to be either success or failure. But can the consequence of repeated failure result in success?

Consider the following:

a) If men hadn't dreamed of flight and experimented with various ideas and methods, even as Wilbur Leadfoot and Clyde DaVinci (in the filmstrip), would the Wright Brothers have achieved the first flight, using a gasoline engine, at Kitty Hawk?

How did the Wright Brothers know that they couldn't fly by jumping off a cliff and flapping their arms?

b) Do we learn from our mistakes, as well as the mistakes of others?

D) Reinforce the concept that consequences can be positive and people don't always have to "suffer the consequences" by having the students make up a list of situations having positive consequences, such as "George is chosen the best quarterback on the football team." Remind them to indicate why they are positive consequences. Ask students to share their situations.

E) Discuss with the students that some situations have both positive and negative consequences. Present the following situation:

You decide that you want to purchase a used car. It's an overcast day with rain in the forecast. At the used car lot a sporty looking auto catches your eye and you begin to look it over. The salesman approaches and says, "She's in great shape. You've got good taste." You think, "Hey, this guy's all right. He's treating me like an adult."

You look at some of the rust spots along the fender.

"Those are just parking scratches. I think we can fix those up for you. Want to take a test ride...It's four on the floor." You agree.

The engine grinds and grinds but won't start. "Be careful not to flood it...It's a damp day, and we haven't used this model in a couple of weeks."

Finally it starts with a throb. The throb continues. "It'll smooth out in a minute or two; as soon as we warm her up."

You step on the accelerator once or twice to race the engine and large blue clouds appear behind you. "That's just engine moisture."

You put the car in gear and remark how smooth it shifts, but then you notice flakes of saw dust on the carpeting next to the gear shift. "This car had one owner, a carpenter, and we haven't had a chance to give it a good cleaning. We've only had it a couple of days."

When you return to the car lot the brakes bring you to a halt with an ear piercing squeal. "That's the disc-brakes. They all squeal like that."

The engine is still throbbing. "Just feel all of that power."

It begins to rain.

Based on what the salesman has told you, consider the positive and negative consequences of purchasing the car. Divide the salesman's statements into two columns headed positive and negative. Offer the alternative information to the statements he has given you.

POSITIVE	NEGATIVE
Example:	
"It's only engine moisture."	If it isn't engine moisture, it could be that the car is burning oil, and in need of complete engine repairs which are expensive.

Would you still purchase the auto? Is the salesman stretching the truth? Is there a greater positive consequence for him in selling the car, than for you in buying the car? Is the car going to cost you more in repairs than it's worth?

4. A) Break the class into three groups. Each group is to consider the problem situation it receives, and then examine the alternatives that the main character of each scenario needs to consider:

   1) Jim, a high school junior, is considering dropping out of high school. What knowledge and awareness does he need before he can make a decision? What alternatives should he consider before he makes a decision?
   2) Marsha, a high school senior, is not sure what she wants to do after graduation. What knowledge and awareness does she need before she makes a decision? What alternatives should she consider before she makes a decision?
   3) Leon, a high school sophomore, is being pressured by his friends to try drugs. Many of his friends smoke pot and some are into harder drugs. What knowledge and awareness does he need before he makes a decision? What alternatives should he consider before he makes a decision?

   B) Have each group report back to the class, presenting in systematic order the problem, the needed knowledge and awareness, and the alternatives to be considered in each situation. Allow for class discussion and additional input.

GOAL VI, OBJECTIVE B: The student will demonstrate increasing readiness to accept responsibility for his own behavior and for the decisions he makes.

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5. A) Discuss with the class that everything we attempt to do has a consequence. Frequently the consequences appear to be either successes or failures. There are times, however, where repeated efforts (and perhaps some failures) are necessary to achieve success.

   Also there are times when we can benefit from the mistakes of others as well as our own.

   B) Ask the class to consider the following situations and to identify and discuss a possible consequence in each situation. Be certain that students indicate why they have decided on the possible consequences identified.

      1) You have decided to skip your English class most of the time because you strongly dislike the teacher.
      2) You decide to stay home sick the day your history exam is scheduled, because you feel very unprepared for the test.
      3) You decide to visit a friend in the hospital on your way home from school, but you neglect to get your parents' permission and don't come home until 8:00 P.M.
      4) You decide to bake a birthday cake for your mother, but forgot to tell your friend you won't be meeting her at the movies.
      5) You enjoy showing your friends how fast the family car accelerates since you have tuned it up by speeding out of the school parking lot.
      6) You decide to do your parents a favor by babysitting for your younger brother, and then decide to invite your friends over for a party.

   C) Discuss responses with the class.

6. A) Ask the students to draw three narrow columns on the right-hand side of a piece of notebook paper.

   B) Tell the class that the next exercise will be completely confidential. Ask the students to take ten minutes in which to list on the piece of paper the ten things they would most like to be able to do in the next twelve months. Explain that the list can range from accomplishments like losing weight, climbing a mountain, or getting better grades to achievements such as being voted a class officer or becoming the owner of a car or motorcycle. Suggest that for the purpose of this exercise, they not consider themselves limited by money, and that their list can include their wildest fantasies.

   C) After everyone has had time to complete the list of ten desired activities, tell them to put titles on the three columns on their paper as follows:

      VERY RISKY SOMEWHAT RISKY NOT AT ALL RISKY

   They should then evaluate each of their ten activities, checking one column for each activity to determine how risky they are. Ask them

to total up how many are checked in each column. Suggest that they may learn something from their totals. If most of their desired activities are very risky, what does that tell them about their own outlook? If none of their activities are risky, what does that suggest?

D) Discuss the role that risk plays in our lives.

1) Does anyone live without some risk? What should one's attitude be toward risk?
2) Suppose no one was willing to take any risk at all? Would we have police or fire protection?
3) Are there situations in which taking a risk is fool-hardy and probably an unhealthy and unjustified reaction? Ask the class to name some of these, and see whether there is general agreement on these situations.

GOAL VI, OBJECTIVE C: The student will show increasing ability to define a problem and develop a practical method for resolving it.

Sample Learning Outcomes:

- Be able to outline a sound series of steps for reaching a solution to a given problem.
- Be able to execute the problem-solving process following the strategy he has outlined.
- Be able to work with a group in achieving a consensus on how to approach a problem.

ACTIVITIES

1. A) Direct students to record, on an individual basis, all of the decisions they make in a twenty-four hour period, (i.e., from the time they get up in the morning until the time they go to bed at night).

   B) Discuss in class the decisions students saw themselves making.

   C) For each decision made by each student, ask students to list alternative decisions that could have been made but were not. Ask them to indicate beside each alternative why the alternative was not chosen (i.e., punishment, of no interest, of possible negative consequence).

2. NOTE TO THE TEACHER: In preparation for this activity ask two students to look up and bring to class the definitions for "autocratic" and "democratic."

   A) Discuss with students the difference between autocratic and democratic decision-making.

   B) After the discussion write down the following decision-making issues on the board and have students write down an autocratic method of dealing with the decision and a democratic decision-making resolution.

      1) The Roper family has two cars. Since both parents work, the cars are not available to the teenage children until evening. The children want their parents to purchase a second-hand car for their use.

      2) Mr. Garrison has been with the telephone company for seven years. He has been offered placement in the management training program, which would assure him of a much higher salary scale and more promotional opportunities. Mr. Garrison is delighted with the offer, although it would involve relocating the family to another city. Mrs. Garrison is not certain how she feels since she just was employed in a job she finds very rewarding. None of the children wants to leave their friends or neighborhood.

      3) Meredith is the only student in her senior year of high school with an eleven o'clock curfew. Her parents do not want to be overly strict, but feel that this is a reasonable hour to expect her to come home. Meredith would like them to change her curfew on weekends to a later time.

4) Mrs. Clarke has been asked to serve as president of the PTA for her son's school. She thinks the job would be interesting, but realizes that it will affect the amount of time available for her family. Her husband would like her to have more interests outside of the home, but her children rely on her being home in the afternoons and evenings.

C) Discuss with students the decisions they reached for each situation, having volunteers read their answers. Discuss with students the concept that the democratic decision-making process involves more individuals in making a decision and also requires more individuals to assume responsibilities for the decisions reached. Discussion could focus on the following questions:

1) Can you think of situations where it is not suitable for children to participate in family decisions?
2) Can you think of situations where an autocratic decision is the proper method to use? (emergency situations)

3. A) Direct students to write down an important decision that they are currently involved with or one they expect to face in the near future. Offer possible ideas such as the decision to get married, the decision to go to college or work, the decision to buy or rent a home, etc., to trigger students' ideas. Using that decision ask them to write down:

1. Some of the different choices or alternatives available to them regarding that decision.
2. The probable positive aspects for each alternative identified.
3. The probable negative aspects for each alternative identified.
4. Other consequences and individuals involved for each alternative.
5. What the final decision will probably be?

B) If students demonstrate interest, the answers can easily be charted as shown below for their own comparisons.

DECISION_____

Choice 1	Positive Aspects	Negative Aspects	Other Considerations
Choice 2			
Choice 3			

C) Students may wish to share the results of the exercise with the rest of the class. Ask in particular whether anyone discovered any new ideas or information from the activity.

4. A) Introduce the students to the use of problem-solving in reaching decisions by giving every student a copy of the summary below, or by outlining the steps on the board. (You may find that classes which have already had experience in working through group processes can actually use "brainstorming" or similar techniques to make up their own list of steps that would constitute a planning or problem-solving process.)

STEPS IN PROBLEM-SOLVING

1. Identify what appears to be a problem.
2. State the problem as accurately as possible. (This can sometimes be done best by forming a clear statement of the desired goal - in effect, the reverse of the problem.)
3. List causes of the problem or obstacles to achieving the desired goal.
4. List ways or alternatives to correct or change the situation.
5. Gather information on all resources available or needed to implement the various alternatives. (How much money? What key people? Is time a factor?)
6. Weigh the pro's and con's of the alternatives. (Try to estimate the consequences of each.)
7. Eliminate the less acceptable or least feasible alternatives. (The most desirable solution may be the least attainable.)
8. Decide on one solution and develop a more detailed plan for putting it into effect, including an estimate of the time required for a desired effect to occur.
9. Include in the plan or strategy a statement as to what will be regarded as a satisfactory outcome.
10. Begin to implement the plan.
11. When plan has had sufficient time to be tested fairly, evaluate against the statement developed in Step 9.
12. If the evaluation shows the solution did not achieve the desired outcome, choose another of the suggested alternatives and repeat Steps 8-11.

B) Ask the students to try applying the problem-solving steps to the following problem situations, or to ones they suggest. Let them work in small groups and ask a recorder in each group to list briefly their action on each step. Sometimes some steps are unnecessary. If so, they should note "Does not apply."

- You would like to have a party for about 20 friends that would not cost more than $50.
- You want to get a present for Mother's Day and have only $10 in cash.
- You borrowed a sweater from your best friend at the game last night, and it was apparently stolen from the coat rack at the pizza place you went to after the game.

GOAL VI, OBJECTIVE C: The student will show increasing ability to define a problem and develop a practical method for resolving it.

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5. A) Tell the class that you will teach them how to use Pro-and-Con cards as a technique for solving problems. Divide the class into small groups, and give each group a copy of the problem situation below. Ask them to use 3X5 cards or small slips of paper, and record one fact per card or slip concerning the situation. The facts may include observations about the situation, such as "The boy does not know how long the car will run well."

   PROBLEM SITUATION: You are a 17 year old boy who wants to buy a second-hand car you have seen parked at a local filling station, priced at $750. You have saved $800 from a paper route you had last year, and you make about $15 a week as a bag-boy at the grocery store on Saturdays. You get $5 a week allowance, but your parents don't like to advance you more than one week's allowance. Also they would expect you to pay for your own car and liability insurance, which you know will be more than $400. They don't think you should get the car, but your girl friend has hinted that she wishes you had a car so you could drive her to school and on dates instead of taking the bus. Your father says you should keep your savings in case you want to go to college. Should you buy the car?

   B) Give the groups about five minutes to compile as many facts as they can. Then have them pause, while you ask questions to suggest areas they need to have covered. Did they figure out how much money the boy has each week? How long will it be before he could pay for insurance? Have they included any comments on operating costs (gas and repairs)? Following the questions to encourage further thinking, give them a few more minutes to complete additional cards.

   C) Tell them to put the cards in two stacks, one for the cards they think are pro or positive, and one for those which seem con, or negative. Tell each group to review the two stacks and try to reach a consensus as to whether Pro or Con is stronger. Ask the groups to reach a decision about the car, and let one spokesman from each group report on their findings.

   D) Point out that Pro-and-Con cards could be used to decide such things as:

   - what courses a student should take next semester
   - what would be good career possibilities
   - what colleges might be good choices

   Ask the students to list additional decisions where the Pro-and-Con cards could be used.

6. (MATHEMATICS) One method for solving problems is to organize in an orderly fashion all the information possible which pertains to a given problem. To introduce the technique to your class, choose a puzzle from a book of mathematical games, available in most libraries. Select one which you believe a small group of students working together could solve in one class period. The best puzzle for these purposes is one where missing information makes it difficult for the problem-solver to deduce a given set of facts. If the puzzle is in story form rather than stated as figures, it will be more interesting.

GOAL VI, OBJECTIVE C: The student will show increasing ability to define a problem and develop a practical method for resolving it.

A) Divide the class into teams of four or five students, providing each team with a copy of the puzzle. Provide each team with twenty or thirty slips of paper, cut into approximately 2"x3". Instruct them to read over the puzzle together within their groups, and then to begin to write down on the paper slips every fact about the puzzle problem which they are certain is a true statement. Only one statement should be written on each slip. They may want to include statements about the things they do <u>not</u> know, a valuable way to focus on the exact nature of the problem.

B) After the group has listed every possible fact, tell them to spread all the pieces of paper out on a table. They should then try to group facts which seem to be related in some way. Sometimes this will result in their discovering additional facts, which they can add to their table of information.

C) Ask them to compare the information which they are missing with the information they have, to see if they can discover some of the missing information.

D) Allow the students all but the last five minutes of the class time to work on the solution. At that time, stop to see whether any of the groups have a solution, and discuss with the class as a whole how the various groups approached the assembling of their facts, and reaching their deductions.

GOAL VII: To provide students with direct experience in obtaining and applying practical information on which they can base their decisions.

Instructional Objectives:

A. The student will learn the basic steps in protecting his interests and preserving his rights as a consumer.

B. The student will learn the principles of budgeting and sound financial management.

C. The student will become familiar with the legal system as it affects families and family life.

GOAL VII

NOTES TO THE TEACHER:

Unlike the other Goals, which are oriented to activities concerned with affective material, this Goal consists primarily of cognitive activities and information. It is intended to supplement those goals which are concerned with helping people to meet their needs, and with providing sound information on which decisions can be based. No attempt has been made to include comprehensive information, since the general curriculum of many schools covers such facts in courses on health, nutrition, social studies, etc.

The Objectives which are offered here are included because, as the curriculum guide was being prepared, we were urged repeatedly by parents, students and teachers to include both activities and information which would focus on helping students become aware of the factors which can have an impact on families and family life. The curriculum guides for K-3 and 4-6 included activities on community resources, careers and occupations, and on health and nutrition. Because junior and senior high school students have much of this covered in regular required classwork, these were not included in this section of the guide. It is suggested that you draw on the activities contained in this Goal when you are planning a unit for your class which touches on one of the areas covered by the Objectives under Goal VII.

The object is not to memorize a set of facts. It is more important that students gain some confidence that they will know what to do and how to do it when they are faced with practical decisions in their daily lives.

GOAL VII, OBJECTIVE A: The student will learn the basic steps in protecting his interests and preserving his rights as a consumer.

Sample Learning Outcomes:

- Be able to name several sources of information and assistance available to help persons who have questions about their consumer's rights.
- Be able to demonstrate in a class assignment that he understands the methods for comparative shopping for a major expenditure.

ACTIVITIES

1. Show the film, The Consumer Game, narrated by Arte Johnson. (See bibliography.) This film is aimed at helping consumers learn how to shop wisely through comparative shopping, unit pricing, and resistance to advertising pressures and ploys.

2. A) Divide the class into two groups. Have one group investigate food products and the other group investigate health care products. Each student should choose one name brand product and one store brand product of the same size and compare (i.e., Listerine vs. Peoples' Mouthwash or A&P vs. Del Monte). Students should answer the following questions:

   1) What is the quantity and/or weight of each product?
   2) What is the price of each?
   3) Is the packaging similar? How?
   4) What is the unit cost per pound or ounce?
   5) Is there a difference in the quality of the products?
   6) Which of the two products would you buy? Why?

   B) Ask each student to report his/her findings in writing and share them with the class.

   C) Assign each group of students the task of compiling their results into a "Shoppers' Guide" for student use and distribution to their families.

3. A) Discuss legitimate vs. false advertising with the students by using examples such as ads for the following:

   1) diet pills
   2) bust developers
   3) muscle builders
   4) health bracelets
   5) weighted belts for reducing

   B) Examine the above by asking questions such as:

   1) To whom do these ads appeal? Why?
   2) Do these products actually work? Draw on first or second hand experiences of students.
   3) Would the claims of the advertising influence you to buy such products?

C) Assign students the task of reviewing magazines and newspapers for additional similar ads and share these in terms of legitimate vs. false advertising.

4. Introduce the concept of "media persuasion" and elicit examples from the class as to what is done to affect their decision-making about:

A) clothes
B) soft drinks
C) fast-service food
D) toothpaste
E) other, such as movies, cars, grooming aids, etc.

5. A) Divide the class into preference groups according to products:

1) cars
2) cosmetics
3) clothes
4) foods
5) living quarters

B) Instruct each group to determine how these products are advertised to the public through a one-week analysis of TV, radio, newspaper, and magazine marketing techniques.

C) Assign each product group the task of a five-minute presentation to the class dealing with the ways in which the public is encouraged to purchase these types of products. Reports should center around the ways in which advertising appealed to the prospective buyer. (Did the advertising techniques stress social status, personal attractiveness, feeling good, social acceptance, etc.?)

D) Follow up these presentations by a thorough discussion of what the individual gets when he makes a purchase by developing the following points:

1) People are faced with a wide range of choices as to how to spend their money for both necessities and luxuries.
2) The consumer, or purchaser, must often take advertising slogans and marketing techniques at face value.
3) The consumer must develop his/her own value system as to how he will make his spending decisions.
4) In order to look beyond advertising, it is the responsibility of the consumer to evaluate individual needs and wants and to try to determine how he/she can get the most value from each purchasing dollar. (Mention to the students the sources of information and assistance to the consumer, such as The Better Business Bureau, Consumer Reports Magazine, Changing Times Magazine, etc.)

6. A) Have the students imagine they are consumers who are planning to purchase a new TV set. Ask them to name the variables that should be considered such as price, size of screen, type of cabinet desired, etc. Have them

consult Consumer Reports Magazine to obtain information about televisions and to see how objective, independent judgments are made in terms of analyzing product worth relative to product cost. Point out that the magazine examines products in a systematic way without regard to the claims and slogans of the manufacturer. Also, have students informally survey owners of TV sets and gather their opinions about certain brands of sets. A short questionnaire devised by the class may be helpful in gathering this information.

B) Ask students to choose the three brands of television sets that appear to meet their specific individual requirements most adequately. Then have them contact the Better Business Bureau to determine if any complaints have been received regarding these three brands.

C) Have students weigh all the information they have gathered and make a choice as to which brand of TV they would buy. Discuss their choices in class and ask students to give reasons for their choices.

7. A) Implement the "Is The Price Right?" activity by dividing the students arbitrarily into five groups. Give each group a paper bag which contains an item that the group look at but conceals from the view of the other groups. If necessary, use pictures rather than actual items. Instruct each group to plan a strategy to convince the other groups to purchase their product without revealing what the item is. Give them ample time to plan on how they will interest the other groups and to choose a "salesman" from their group who will deliver the "sales pitch."

B) Tell each group that they have one hundred dollars which they may use for bidding on the items during the game. After each "sales pitch," the groups should decide by consensus whether or not they will bid on the item and, if so, how much they will bid.

C) Allow each "salesman" from 3-5 mintues to try to persuade the other four groups to bid on his group's item. Following each "sales pitch" have a short bidding period, and record the bids on the chalkboard. Keep track of which groups purchased each item and the amount of money they spent.

D) Conclude the game by having each group open and examine the items which they purchased. Discuss the following questions with the class:

1) Is the price right? What is the true value of the item(s) your group purchased?
2) Why did your group decide to bid on and buy the item(s)?
3) What did the "salesman" say or do to convince you to want his product?
4) Now that you know what the item is, would you still pay the same price?

8. A) Take a poll of students in the class asking the following questions and writing the number of replies on the board.

1) How many of you come from a home where one adult present smokes?
2) How many come from a home where no one smokes?
3) How many of you come from a home where all the adults smoke?
4) How many of you currently smoke, or expect to at some future time?
5) How many of you believe the government has the right (or responsibility) to control consumer use of cigarettes?

B) Based upon the above questions, lead a discussion about the increased pressure upon individuals to limit smoking in public areas. Topics to be included might be:

1) The government warning on cigarette packages.
2) The rights of non-smokers to be able to eat, see movies, travel in smoke-free environments.
3) The infringement on individuals' rights who decide they want to smoke, in spite of an understanding that their health may be affected.

C) Expand the discussion to include the function of the Food and Drug Administration, which tests and determines safety of food and cosmetics available to the consumer. Does this agency protect consumers or limit freedom of choice?

GOAL VII, OBJECTIVE B: The student will learn the principles of budgeting and sound financial management.

Sample Learning Outcomes:

- Be able to prepare a simple budget for a theoretical family situation.
- Be able to discuss the implications of purchases made using borrowed money, using credit, using a lay-away plan and using cash.

ACTIVITIES

1. Have each student develop a weekly budget based on allowances or earned money. The following may be included:

   A) entertainment
   B) school supplies
   C) savings
   D) clothing
   E) car usage
   F) records
   G) transportation
   H) eating out and quick food purchases
   I) books and magazines
   J) etc.

   Discuss the differences among the students' individual budgets, and let them explain how they made their decisions for the specific items in each budget.

2. A) Divide the class into four groups:

      1) Group 1 has $30/week to spend for food for a family of four.
      2) Group 2 has $40/week to spend for food for a family of four.
      3) Group 3 has $50/week to spend for food for a family of four.
      4) Group 4 has $60/week to spend for food for a family of four.

   B) The groups may decide upon the ages and sex of the four family members. They are to plan a week of nutritious meals for their family of four. Students must use actual prices and take into account the nutritional requirements of the family members. Instruct the students to include the cost of snacks, drinks and items eaten outside of the home, as well as the cost of the three meals.

   C) Have each group report back to the class preparing charts showing each day's menu and daily food totals in addition to total weeks' expenses.

3. Divide the class into two groups - one group representing a single person in an apartment and the other group representing a newly married couple - and tell them they have $2,500 to set up housekeeping. With this amount they must rent an apartment, stock the pantry and bathroom, turn utilities on, purchase pots, pans, tableware and dishes, etc. Students should use actual prices found in newspapers, catalogues, the yellow pages, visits to stores, etc. Students within each group should decide which items they will price.

Have each group present their budget to the class. They should state the reasons for their purchases and explain the reasoning behind the overall budget - for example, "I'll be eating out a lot and won't need so many kitchen items."

4. (JANUARY) Develop a program on income tax early in the calendar year. Give examples from various income brackets for the single person, the married person filing separately, married persons filing jointly, married persons with children or aged dependents, and single parents. The teacher should provide figures and short and long forms for the students. The students will do the problems and answer the following:

   A) How can the family or individual make matters easier through good record keeping?
   B) What are the possible results of the lack of supporting data?
   C) Who or what is available to help in preparation of income tax (i.e., accountants, H&R Block, Internal Revenue Service, government pamphlets)?

5. A) Divide the class into several groups. Assign each group one major local bank or savings and loan institution. Ask them to gather information on the following:

      1) Variety of services offered.
      2) Types of savings accounts.
      3) Types of checking accounts.
      4) Interest rates on different savings accounts.
      5) Understanding rules and regulations on withdrawals and deposits.
      6) Procedures for borrowing -- short term loans (30, 60, 90 days) vs. long term loans (car payments, mortgages).
      7) Are safety deposit boxes available?
      8) Is there protection or guarantee for money deposited?

   B) Assign students the task of reporting their findings in writing. Lead a class discussion on this information.

   C) Poll the class members as to which banking institution they feel offers the most valuable services. Tally the results on the chalkboard.

6. Invite a spokesman from the State extension agency, power company, and telephone company to talk about inflation and ways to combat it. Questions should be developed by the class beforehand covering such areas as:

   A) Methods of cutting utility bills.
   B) How the rates for telephone usage vary.
   C) Methods for comparison shopping for groceries.

7. A) Invite representatives from several insurance companies to participate in a panel discussion before the class focusing on different types of insurance. Have each individual briefly discuss a different type of insurance - covering health insurance, life insurance, accident insurance, home owners insurance, liability insurance and auto insurance.

Be certain to inform the representatives that the audience will be young adults, and to address their remarks to the interests and needs of young people.

B) Discuss with the class the types of insurance that are optional and those required by law.

C) Following the panel discussion, have the class consider and discuss the following questions:

1) You are newly married and buying furniture and household items for your home. What insurance would you buy?
2) You are a widow and must support your four children alone. What are your insurance needs?
3) You have just turned sixteen and are saving up for a car. What should you consider as far as insurance needs?
4) You are a young man who has just received a big promotion. In re-evaluating your insurance needs, what do you need for the future?

8. A) List on the chalkboard the following words and phrases:

1) spendthrift
2) philanthropist
3) cheapskate
4) scrooge
5) moneybags
6) smart shopper
7) miser
8) last of the big spenders

B) Ask students to give their own definitions for each word and one descriptive word telling how they feel about each kind of person listed.

C) Discuss with the class the different ways in which people handle and spend money.

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

Sample Learning Outcomes:

- Be able to discuss some of the circumstances when an individual would probably need a lawyer.
- Be able to describe several methods for seeking legal help.
- Be able to name at least three times in a family's life when legal help would be especially important.

ACTIVITIES

NOTE TO THE TEACHER:

The Machinery of Justice is a series of filmstrips by Walt Disney Education Materials which presents a good overview of the legal system. (See bibliography.) While your class time may not permit use of all the strips, it is quite possible that one or two can be incorporated into lesson plans with real effect. Be alert to local incidents which stir much public comment in the newspapers, and taking the interest generated by these local examples, undertake the activity which is relevant for the situation.

The next seven activities cover the following topics as presented by the filmstrips:

- The Jury
- Judgment
- Cop on the Corner - Who Needs Him?
- Attorney-At-Law
- Prison, Parole, Probation
- Trial
- Case Studies

You may find that much of the language in the strips is unfamiliar to your students. For that reason we have included a brief glossary at the end of this Objective.

1. "The Jury" (See Note to the Teacher above.)

This filmstrip develops the concept that for centuries in Anglo-American law the system of trial by jury has been considered a primary safeguard of personal liberty.

A) Introduce the filmstrip with an example of a reported court case. After the case has been read in class, ask questions such as the following:

1) What happens after a person, thought to have broken the law, has been arrested?
2) If you had been a witness to some crime, or if you had knowledge of the event, would you wish to serve as a juror at the trial of the accused?
3) What do you feel should be the qualifications for serving on a jury? Why?

B) Show the filmstrip and discuss the following:

1) Whom does the jury represent?
2) If you had been a witness to some crime, or if you had knowledge of the event, would you wish to serve as a juror at the trial of the accused?
3) What do you feel should be the qualifications for serving on a jury? Why?

C) Structure a panel discussion. The topic: "The Constitution Guarantees Trial By Jury: (Article VI of the Bill of Rights is Unnecessary.)"

D) Construct the jury situation which might apply to a recent trial reported in the news. Select twelve members of the class to act as the jury. Have one person present the prosecution's case. Have another person present the case for the defense. After the presentations are concluded, poll the jurors by written ballot. Then ask the rest of the class to comment on their ideas. Ask each to state his reasons for his decision.

E) For high school students, assign one group the reading of Ayn Rand's, The Night of January 16. Have them enact the story for the rest of the class who will act as a jury. Re-enact the following day and ask for a different decision. Compare the reasoning for each verdict.

2. "Judgment" (See Note to the Teacher at the beginning of this objective.)

This filmstrip develops the concept that the principle job of a judge is to see that trials are conducted in a fair manner that protects the rights of all concerned.

A) List on the board other, nonlegal examples of judging: e.g., soapbox derby judges, judges for poster contests, beauty pageants, etc. Ask students to comment about the qualities these judges should possess. How can these qualities be evaluated? Would there be any acceptable alternatives? Why? Are these expectations and conclusions basically the same for courtroom judges?

B) Show the filmstrip and at the conclusion of the viewing ask students to list the attributes of a judge they learned from the filmstrip.

C) Compare these with the list made before viewing. Were any additional requirements discovered? Is there any different perception about the role of the courtroom judge? How many students feel they would be qualified to handle that role?

D) Ask students to collect news stories for one week dealing with courtroom decisions. Spend a class session discussing the cases, the laws violated, the legal knowledge a judge must have to perform fairly. Consider the value that computerized information systems might have to help judges keep track of all legal precedents. Conclude the lession by having students write short fiction stories about the dispensation of law in 2000 A.D. Would they prefer to try their cases before men or machines?

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

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3. "Cop on the Corner - Who Needs Him?" (See Note to the Teacher at the beginning of this objective.)

   This filmstrip develops the concept that in order for a community to operate successfully, it has always been necessary to have professionally trained people to enforce the laws the community has made for itself.

   A) Begin with some reference to a local incident involving the local police department. Possible questions: Why did they act (or react) in this manner? Could the situation have been resolved (at all and/or more effectively) without the services of the police? What were the law enforcement personnel trying to achieve?

      Ask the group to summarize their views about workable alternatives to the professional law enforcement officer. In order for the students to see how practical their ideas are and whether there are any inconsistencies in their reasoning, it might be well to have scorekeepers at the chalkboard to tally (1) what they think a policeman's job is, and (2) what alternative they can suggest to replace the professional law enforcement officer. Keep these on the board for easy reference after viewing.

   B) Show the filmstrip and begin the discussion by referring to the statements on the chalkboard. Do students still agree? Have some changed their minds? Why? How do they feel about the role of the Babylonian policeman? Should a policeman have this kind of authority: i.e., enforcer, judge, executor? Why have policemen frequently called upon people of the town to help them catch lawbreakers? How do students feel about police informers? Who makes the role of the informer necessary? What should be a citizen's involvement with the act of law enforcement?

   C) Written within a "You Are There" context, ask class members to select incidents in the filmstrip and determine what the overall effects on the particular community would have been if the law enforcement individual had never existed.

   D) Have the class collect for one week as many news items as they can find that deal with police action. Divide a bulletin board into two sections: one for the reports that the class agrees show proper police action; the other for those instances which the class believes show the police acted in haste, in malice, or in any other incorrect way. Let students choose panels to debate the merits of the reports.

   E) Divide the class into groups of six or eight. Have each group select a game to play. Before they begin, the teacher should privately choose one or two persons from each group to violate the rules after the first five minutes of play. Within a few moments the result should be chaos. Blow the whistle (figuratively or literally) and have the students discuss what happened and what could have been done to avoid it. Relate their findings to the larger community concept of law enforcement.

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

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4. "Attorney-At-Law" (See Note to the Teacher at the beginning of this objective.)

   This filmstrip develops the concept that the United States was conceived to be - and has functioned as - a nation of laws rather than personalities; as such, it requires the services of lawyers in many capacities in order to function properly.

   A) Introduce the role that lawyers play by drawing an analogy between competing teams in various sports and the roles of prosecutor and defense attorney (or attorney for the plaintiff and attorney for the defense). Point out that no fundamental differences exist between the two teams. They are playing the same game by the same rules. Indicate that the same is true of lawyers. To show the important function of attorneys in everyday living, translate some simple instructions for playing an easy game into difficult vocabulary and stilted phraseology with which the class will be unfamiliar. Distribute copies to students and ask them to follow the instructions. When complaints arise, use this to explain the need for lawyers to "translate" the language of the law into comprehensible form for the average citizen.

   B) Show the filmstrip and after viewing: Discuss the attributes a person should look for in selecting a lawyer. Consider the problem of new lawyers' gaining experience. Would anyone want to be a "first" client? Discuss methods lawyers have for ensuring the honesty of members of the legal profession.

   C) Introduce the concept of a system of checks and balances in the three branches of federal government. Divide the class into two groups. Assign to one the research topic: "How many ways are the services of lawyers required to run the executive and legislative branches of government?" (Note: For obvious reasons the teacher will probably wish to omit assigning the judicial branch.) Ask the other group to compile information about the role of ombudsmen in other nations and on some college campuses. At the conclusion of the research period hold a discussion which deals with the number of lawyers now required by government and some alternative personnel students might like to suggest.

   D) Ask students to submit questions about the law and lawyers which they would like to have answered. Invite representatives of the local bar association, legal aid association, and public defender's office to address the class in a "Meet the Press" format. If the participants agree, audio or video tape-record the session to use as a resource the next time the filmstrip is used.

5. "Prison, Parole, Probation" (See Note to the Teacher at the beginning of this objective.)

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

This filmstrip develops the concept that community stability requires that lawbreakers be apprehended. The form of incarceration used must be the best way of safeguarding society while at the same time rehabilitating the lawbreaker into a useful citizen.

A) Explain such classic examples of the use of prisoners as Oglethorpe's plan to send debtors from British prisons to colonize Georgia, the colonization of Australia, or Victor Hugo's portrayal of the prisoner's existence in Les Miserables. Follow with such questions as:

1) Should convicted lawbreakers be punished?
2) What form should the punishment take?
3) Do criminals ever stop to think about what jail is like before committing a crime?
4) Why do people break the law?
5) What do you consider fair punishment for a convicted drug pusher, murderer, vandal, burglar? If there were any distinctions between punishments, discuss reasons.

B) Show the filmstrip and ask students to reconsider their ideas about punishment for various offenders. What kind of rehabilitation would they recommend? How can rehabilitation be judged effective? Does probation for first or minor offenses lead to crime or crime prevention? What are the rights for victims of crimes?

C) Divide the class into four groups. Have two groups debate the effectiveness of different punishment or rehabilitation practices. Score one point for each statement that cannot be substantively refuted by the other side. At the conclusion of the allotted time, total the points. The conclusion of the winning team then becomes the subject matter for the second debate. For example, if exile was felt to be the most effective punishment, consider the topic -- Should all lawbreakers be punished by exile? Invite a parole officer and/or juvenile officer to address the class. Make arrangements to attend a court trial. Note of Caution: Guests should be requested to avoid moralizing in favor of relating facts and consequences.

6. "Trial" (See Note to the Teacher at the beginning of this objective.)

This filmstrip develops the concept that the guarantee of a fair trial is the greatest safeguard a citizen has of his rights and freedom.

A) Show the filmstrip and discuss the following topics:

1) If you were a business partner and had had a series of disagreements with your partner, would you believe that going to court would be the only way to resolve your differences? What else might you do?
2) If someone were being tried for manslaughter, what kind of person do you feel would make the best juror? The worst?

3) If you were the district attorney, what would you require in the way of evidence before you would indict a person: i.e., bring an individual to trial?

7. Use the following case studies for discussion and debate. They draw on learnings covered in the preceding six activities.

Situation 1:

Mr. Wong, an elderly gentleman, was walking down the street when he was approached by two young men. One grabbed him around the neck and put a knife to his ribs; the other took his money. The sum involved was $12.00. In the jurisdiction in which this action took place, the sentence for conviction of the crime of armed robbery was any number of years up to life imprisonment. How would the class present this trial? What might be offered as a defense? Would the attorney for the defendants try to have certain types of people on the jury? If so, what types?

Situation 2:

Jim Pearson had been a summer worker for a railroad company. During that time he frequently "hitched" rides on freight trains. It was a common practice among railroad employees; the railroad officials knew about it; nothing was done to stop it. When the summer was over and Jim returned to college, he still occasionally hitched a ride on a freight train. On one occasion, he lost his grip and fell beneath the train. He was seriously injured, one leg being amputated. He sued the railroad company for damages.

If you were a member of the jury that heard the case, what would your decision be? Why?

Situation 3:

Linda and George Castle have been married for three years. They decide they both want a divorce. They have no children.

If you were the judge, would you try to persuade them to become reconciled? How would you go about it? What would be your arguments?

Situation 4:

There were two couples returning home from a senior prom at two o'clock in the morning. The driver of the car had stopped for a red light. Another car containing two men struck the first car from the rear while traveling in excess of ninety miles per hour. All four young people were killed. The two people in the speeding car left their automobile and ran away from the accident. Shortly thereafter, the police found two persons whom they believed to be those two men. At the time of their arrest, each man stated that he had been in the car but that he had been the passenger.

If you were the police, how would you decide whom to arrest since only the driver is legally responsible? How would you argue if you represented the driver? How would you rule as a judge if the jury found the defendant guilty?

Situation 5:

You are a parole officer. One of the biggest problems you face is helping released inmates find a job. You have had an offer from a local trucking company to hire five parolees and/or probationers as drivers, but there is an ordinance preventing a convicted felon from having a driver's license. What would you do?

8. Have students read Understanding the Law of Our Land from The Coping With series. (See bibliography.)

A) Discuss with the students:

How fairly do you think teenagers are treated by law enforcement officials? Why do you think as you do?

B) "Insurance will pay for it" is an attitude which often prompts adults as well as youth to be careless. Have students find the figures on the increase of insurance rates based on the increase in claims and present this material to the class. That insurance means people - policy holders who do pay for it - is the conclusion which should be evident.

C) Consider the rules necessary for living in any society by examining the following:

Laws, even if they are not perfect, are required for everyone, including those who dislike the laws or are unable to understand them.

Every society decides what laws serve the common interest.

No member of a society writes his own laws.

Society says all must obey the laws.

D) Explore pressure groups, their effect on individuals, the hidden motives of some pressure groups, and the decision by each individual about the value of the particular pressure group.

E) Ask the students how they feel about the following phrases:

"I don't like that law, I'll not obey it."
"Insurance will pay the bill."
"For a lark let's _____."
"The gang expects it of me."
"I need that (some object) to belong to the group or feel right with the kids. I can't buy it because I don't have the money."
"I won't get caught."

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

NOTE TO THE TEACHER: The most important ideas for the student to remember from reading this book are:

be aware that youth tends to rebel and therefore it is important to think the situation through before you act;

accept and face the reality that you are likely to be arrested;

anticipate the penalties which will be imposed and the record that may be established if you are caught breaking the law;

since pressure groups try to influence people, be sure you understand the true motives of any pressure group before you act with them;

remember that ignorance of the law is no excuse for unlawful behavior; and

help change laws which seem unfair, using the machinery our society has set up.

9. A) Assign students to look through newspapers and magazines during a one-week period to find articles dealing with job discrimination. Suggest that students look for articles dealing with a variety of groups frequently cited in employment discrimination articles such as the handicapped, the elderly, women, and minority groups. After receiving the articles post them in a visible place.

B) Have Debate Sign-up Sheets posted below the articles dealing with employment discrimination. Have several topics listed and below the topics three spaces for individuals to sign up to debate "Pro," and three spaces for individuals to debate "Con."

Possible debate topics might include:

1) Women and men perform equally well in all job situations.
2) Mandatory retirement at age 62 insures ideal labor force.
3) Colleges and universities have an obligation to have special entrance requirements for minority groups.
4) Handicapped individuals require special physical surroundings, and should only work in situations with other handicapped people.
5) Women do not need a higher education as much as men do.

C) After students have selected the topic of their choice, allow time for students debating the same view point to work together to prepare their presentation.

D) Have the students present the debates before the class, and allow time for classroom discussion following the presentations.

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

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10. A) Present the following situation to the class:

    Alice applied for a position as a model at an exclusive department store. She did not get the job and feels that she was discriminated against because, in her opinion, her qualifications and experience were better than the person who got the job. Alice is aware that this department store has never hired an oriental model before. What should she do to protect her legal rights?

    B) Have students determine whether the Legal Aid Society can help Alice by researching the types of cases in which they assist and the eligibility requirements.

    C) Ask students to consider whether the local Bar Association or Attorney Referral Service can help Alice. How would she go about choosing an attorney?

    D) After the students have gathered information, ask them to share their findings with the class and determine through consensus the best course of action for Alice to pursue.

11. Assign one or more students to research the functions of the American Civil Liberties Union. What kind of cases do they accept? What contributions have they made? Who is eligible? Give examples of local cases the A.C.L.U. has represented.

12. A) Have students obtain as many items from the list below as they can (make sure they have parental permission first).

    1) birth certificate
    2) driver's license
    3) insurance form
    4) voting card
    5) tax form
    6) lease
    7) bike registration tag
    8) parking ticket
    9) No Trespassing sign
    10) school health form
    11) passport
    12) social security card

    B) Analyze each item as to its purpose and legal nature and what it allows the individual to do. (How does it restrict the individual?)

GOAL VII, OBJECTIVE C: The student will become familiar with the legal system as it affects families and family life.

GLOSSARY OF LEGAL DEFINITIONS[1]

ACCOMPLICE	A person who knowingly, voluntarily, and with common intent with the principal offender, united in the commission of a crime.
ACCUSED	The name for the defendant in a criminal crime.
ACQUIT	To set free, release or discharge a person who has been charged with a crime.
AFFIDAVIT	A written or printed declaration or statement of facts, made voluntarily, and confirmed by the oath or affirmation of the party making it.
AID AND ABET	Help, assist, or facilitate the commission of a crime.
ALIBI	In criminal law, elsewhere; in another place.
ARRAIGN	To bring a prisoner to the bar of the court to answer the matter charged upon him in the indictment.
ARREST	To deprive a person of his liberty by legal authority.
ATTORNEY	A lawyer.
BAIL	To procure the release of a person from legal custody by posting a bail bond, usually money.
BATTERY	An unlawful beating.
BREACH	The breaking or violating of a law, right, or duty.
BURGLARY	The breaking and entering the house of another in the nighttime with intent to commit a felony whether the felony is actually committed or not.
CIRCUMSTANTIAL EVIDENCE	All evidence of an indirect nature.
CODE	A collection or revision of laws.
CONFESSION	A voluntary statement made by a person charged with the commission of a crime.
CONTEMPT OF COURT	Any act which is calculated to embarrass, hinder, or obstruct court in the administration of justice.
CONVICTION	The result of a criminal trial which ends in a judgment or sentence that the prisoner is guilty as charged.

[1]Walt Disney EDUCATIONAL MATERIALS COMPANY, 800 Sonora Avenue, Glendale, California 91201, Form No. 660, Printed in U.S.A.

GLOSSARY CONTINUED

CRIME	A positive or negative act in violation of penal law.
CULPRIT	A person who is being tried for a crime but has not yet been convicted.
DEFENDANT	The person accused or sued in a lawsuit or proceedings; the person on trial.
DOUBLE JEOPARDY	The trying of a person a second time for the same offense and with the same evidence.
EVIDENCE	Any species of proof presented at the trial for the purpose of inducing belief in the minds of the court or jury.
FELONY	A crime of a worse kind than those crimes called misdemeanors.
FINE	To impose a money punishment.
FOREMAN	The member of the jury who speaks to answer for the jury.
GUILTY	The word used by the prisoner when he confesses to a crime and by the jury when it convicts the defendant.
HABEAS CORPUS	A legal paper having for its object bringing a party before a court or judge.
INDICT	Charge with a crime; find enough evidence against an accused person to make a trial necessary.
JUROR	One member of a jury.
JURY	A certain number of people, selected according to law, and sworn to inquire about certain matters of fact, and declare the truth upon the evidence laid before them.
LAWSUIT	A case between two private persons in a court of law.
MISDEMEANOR	An offense against the law, usually punishable by a small fine or imprisonment for a few months.
OATH	Any statement by which a person says that he is bound in conscience to perform an act truthfully and faithfully.
OFFENDER	Commonly used in law to indicate a person involved in the commission of a crime.

GLOSSARY CONTINUED

PLAINTIFF	A person who begins a legal action in a court of law.
PROSECUTION	The side that starts proceedings against a defendant in a criminal case.
SUMMONS	A paper, directed to the sheriff or other proper officer, requiring him to notify the person named that an action in law has been started.
VERDICT	The formal and unanimous decision made by a jury.
WITNESS	One who testifies to what he has seen, heard, or otherwise observed.

THE "HOW TO..." SECTION

Many activities in this guide suggest use of a given process which is not described in any detail within the instructions. Rather than repeat the directions a number of times, a more complete discussion of methods is given here. The processes and techniques which follow are:

A. Building Sub-groups
B. Role-playing
C. Brainstorming
D. Collage-making
E. Making Mobiles

A. TECHNIQUES FOR BUILDING SUB-GROUPS

When activities call for students to work in sub-groups, care must be taken that a means is found to divide the class in such a way that no one feels left out or unwanted. It will generally be better if you use one of the methods suggested, or a similar one, rather than asking students to find partners or form groups on their own.

Some Techniques for Building Sub-groups:

1. Groups may be formed arbitrarily such as: the first five will be group 1, the second five will be group 2, etc.

2. Groups may be built by forming pairs, trios or quartets.

3. Groups may be formed by counting off 1, 2, 3, 4, 5; all one's form a group, all two's form a group, all three's, etc.

4. Groups may be built on a criterion:

   a. People you know least well.
   b. People you share a common interest with.
   c. People you would like to know better.

5. Students might select from a jar containing tokens or slips of paper coded with colors, numbers or alphabets. Then all students with red tokens form a group, all blues form a group, etc.

Care should be given never to isolate a child when sub-groups are being formed. If there is an uneven number, one group may be larger or smaller than the others so as to include all students. If an uneven number hinders the group task, an observer may be used. The role of the observer should not be minimized. The observer must have a task and an opportunity to share his observations with the sub-group and/or the large group.

Some Procedures for Reporting:

When the small groups have completed the task, there should be an organized procedure for each group to share and report the results of its efforts. A

recorder or secretary (appointed before the group began its task) may report to the class or each group may be asked to share its results, allowing all members to contribute. Group reports may be written on large sheets of newsprint and posted in the room. Individual group sharing should be followed by large group discussion.

B. ROLE-PLAYING IN THE CLASSROOM

by Ruby M. Hoyt

Role-playing calls for a student to step outside the customary role that he plays in life, and relinquish his usual patterns of behavior for the role and behavior of another person. This "new" role may be that of a real person or may be entirely fictitious. The student assumes the role of another person in the present or at a different time and place, and attempts to speak, feel and behave like the other (new role) person. The student's own behavior is not the issue.

Role-playing can be used effectively in the classroom to (1) help solve interpersonal problems, (2) teach human-relations skills, and (3) facilitate subject-matter learning through the dramatization of literary and historical works and historical or current events.

Rationale:

Role-playing has tremendous potential for the average elementary and secondary classroom. It provides opportunity whereby:

1. Students can act out their true feelings without the risk of sanctions or reprisals.

2. Students can discuss and examine relatively private issues and problems without anxiety.

3. Students can identify with the real worlds and imaginations of other children and adults; they may begin to understand the effects of their behavior on others, and they may gain significant information about the motivations for their own and other people's behaviors.

4. By practicing a variety of behaviors through role-play and by discussing the effect of each, students may be able to make more realistic choices for their actions.

Procedures for Role-playing:

NOTE: While these procedures are discussed in some depth, they should actually take only a few minutes.

1. Explaining the General Situation

   The students should understand the educational purposes of the role-play and how the issue is relevant to them. It is important for the entire class to know the site, general characteristics, and broad courses of action within the situation and the problem or issue should be concrete and real enough for students to understand its relevance to their daily lives. This general explanation should be brief.

2. Selection of Participants

There are many methods of selecting actors for a role-play; however, a child should feel free to decline a role if he feels uncomfortable in it. The assignment of a student to parts that portray his usual life role should always be avoided. Some methods of filling roles are:

a. teacher assignments
b. class participation in selecting players
c. rotation of roles - students taking turns at roles
d. players chosen by chance
e. student volunteers

3. Briefing the Players

The better the players understand the parts they are to play, the better they will fit into their roles. Briefing should include role description and identification of the personal feelings and ideas of the character to be portrayed. Briefings may be oral or written; name tags may also be used for the characters.

4. Briefing the Audience

The purpose of briefing the audience is to involve all students in the role-play in a fruitful and active manner. This can be done by:

a. giving members of the audience specific points to look for or characters to observe

b. suggesting that each member of the audience try to experience or identify with the feelings of a particular character

c. assigning some other task that makes each member of the audience responsible for observing some aspect of the action

The role of the audience should be clear to avoid confusion and to enhance total class participation.

5. Setting the Stage

A final formality before the role-play begins is the definition of the physical area, setting, time, and props for the role-play.

6. The Enactment

The role of the teacher during the actual role-play is to serve as a guide. The teacher must gauge time carefully and not let the drama drag on so long as to lose class interest, but must let it last long enough to present the problem effectively. As the main action of the episode progresses, the teacher needs to watch for members who fall out of role and give them the help they need in regaining it. It is also important to watch for members who are in danger of experiencing hurt feelings. The teacher/leader must be sensitive to the direction as well as the length of the drama, based on the purpose of the role-play.

7. Discussion and Generalizations

At the conclusion of the dramatic action the teacher will want to engage the class in discussion. He will help class members review the actions and organize the data the observers have collected. They may analyze cause-and-effect relations, and speculate on alternative behavior patterns. Some of the most crucial learning will occur during this stage of the role-playing process, and the teacher should be prepared to take full advantage of the learning potential of this post-role-playing session. New behaviors can be discussed here, with their advantages and disadvantages given full attention. Creative insights and systematic observations can be brought together and publicly shared. The discussion can help to bring an actor out of his role and back to his "real self" and enables critics and other observers to concentrate on the role behavior and not on the actions of the actors.

The discussion should always include the audience. Some of the preliminary issues the actors or the audience might speculate about are (1) how the individual characters were feeling, (2) what the characters wanted in the situation, and (3) why the characters responded in the way they did. If these issues can be understood, subsequent discussion might focus on alternative ways of responding to such interpersonal situations. In most cases the teacher should follow the lead of the discussion and not over-emphasize any learning. Belaboring of the insight by the teacher may make it difficult to accept. The students will learn best when they come to their own or peer-aided conclusions. Another important issue in the discussion process is the need to minimize negative judgment.

8. Re-enactment

After the discussion, and either before and after the evaluation process the teacher may decide to take advantage of new insights and alternative suggestions for role behavior by asking students to replay the problem situation.

The teacher could take advantage of such suggestions by replaying the situation immediately, with the characters attempting to act upon these new suggestions.

The importance of re-enactment is that it gives students an immediate opportunity to experiment with new and alternative behaviors. Thus it takes full advantage of the processes of role-playing and group discussion of interpersonal relations for promoting behavioral change. Re-enactment is the final step of this process, but it may also inaugurate a new round of discussions and evaluations. The re-enactment and evaluation phases can be reversed in certain situations, and in some cases evaluations can be delayed until the class has played several re-enactments.

9. Evaluation

This step is optional, and will usually be more appropriate with older students.

The teacher can gain an objective evaluation of a role-playing session through discussion or a post-session questionnaire asking questions such as "How did you like today's session?" or "How do you like role-playing?"

Evaluation attempts can serve several purposes, among which might be to provide (1) feedback from students to teacher on how they felt about the session in general and the teacher's role in particular; (2) clues that would lead to improvement in use of the role-playing technique itself; (3) suggestions for new problems or new situations to be role-played; (4) information regarding specific "learnings" or outcomes for the session.

Summary:

Role-playing need not result in solutions that fully resolve the story problem. Instead, the goal is to achieve some growth on the student's part in sensitivity to others' feelings, and to achieve responses that reveal growth in personal integrity and group responsibility. If the group's response suggests that the students are becoming increasingly aware of the humane issues involved in the social problems they are analyzing, they are making important growth.

The role-playing leader carefully avoids imposing his answers on the group. The young people, it is hoped, will develop insights from discussion and enactments. In guiding role-playing, the teacher must bear in mind a set of basic assumptions about behavior and the teacher-learning process. Most central is the belief that each individual can cope with his own life situation and can grow in his capacity to deal with his problems intelligently. Accordingly the individual must be permitted to make his own decisions and to learn from his own mistakes. In guiding young children, the teacher must tolerate low level efforts to solve problems; she must not show children how to cope but should make it possible for them to discover better ways to handle their difficulties, and thereby to grow in ability to make decisions based increasingly on insightful awareness of alternatives and consequences.

Another assumption basic to role-playing is that behavior is not good or bad but the best that the child can think of at the time. Moreover, the teacher temporarily accepts more open expression of feelings than is ordinarily permitted in the classroom.

On the basis of these assumptions, it is necessary for the teacher to establish a "climate" for role-playing in which (1) it is "safe" for pupils to explore behavior, (2) it is permissible for strong feelings to be expressed, and (3) the group is helped to respect the ideas and feelings of all members. To create such a climate, the teacher accepts all suggestions for solving a problem, is supportive, and listens sensitively in an effort to understand the full meaning of what pupils try to express.

Research bears out the effectiveness of role-playing in changing deeply-held attitudes, values, and even self-concepts (Janis and King, 1954). Such results, however, are not always obvious. Role-playing is achieving some measure of success when it (1) helps young people to analyze a problem of personal relations, (2) helps them to gain increased sensitivity to the feelings of others, (3) helps them to become alert to the need for weighing probable consequences before acting, (4) gives them practice in judging when to relinquish a personal desire for the good of the group--or to stand against the group when its goal is trivial or malicious, (5) alerts young people to increasing awareness of the humane issues in a problem of relationships between human beings.

C. BRAINSTORMING AS A WAY OF THINKING[1]

Brainstorming is a skill which can turn group problem-solving away from a competitive, one-upping atmosphere towards a truly collaborative venture where the main adversary is the problem to be solved rather than others in the group. Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop.

In a large sense the rules of brainstorming form the structure for a classroom where all are accepted for what they are, where all may try without fear of failure, where active collaboration is encouraged, and where creativity, individuality, unorthodoxy is respected. Brainstorming is also an easy and effective method of community building.

RULES OF BRAINSTORMING

The rules of brainstorming should be reviewed often, and it is probably a good idea to discuss the rationale for each with the class.

1. Express no negative evaluation: This rule encourages participants to speak freely without pre-judging whether their ideas are good enough to be shared. It says, "All ideas are welcomed here." The aura of acceptance and respect for each individual grows where this rule holds sway as a part of the class routine.

2. Work for quantity: This rule helps the flow of ideas by adding a game-like tension to the activity. Quality is a by-product of quantity. The longer the list, the more likely it is to contain a number of really useful or eventually workable ideas. This rule encourages everyone to try without the jeopardy of failure.

3. Expand on each other's ideas: This rule tells people that they can help each other. It's important to listen to others because they might spark something in your mind. When one person elaborates on another's ideas, he is paying a compliment to that person, accepting him, appreciating his contribution, showing him to be a worthy collaborator. This rule can help change the classroom from the scene of a game with winners and losers to a place where all can win.

4. Encourage zany, far-out ideas: This rule encourages creativity, individuality, the unusual, the unexpected. Many zany, far-out ideas have a useful kernel which may not be evident to the one proposing the idea but which is picked up later by the group. And a zany idea may trigger another idea in someone else's mind. Problems are often seen in new ways as a result of this practice.

5. Record each idea: This rule reinforces the acceptance of each idea and provides for a mechanism where no idea needs to be evaluated on the spot to see whether it is good enough to record. These brainstorming lists can be thought of as rich deposits which can be later worked on and shaped to meet specific needs.

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[1]Robert C. Hawley and Isabel L. Hawley, A Handbook of Personal Growth Activities for Classroom Use (Amherst, Massachusetts: Educational Research Associates, 1972).

6. Set a time limit: This rule takes away the pressure for perfection. Generally, where a time limit is regularly established and adhered to, personal commitment is high, because individuals are relieved of the tension of determining when they have worked long enough to satisfy the requirements of the task.

Practicing Brainstorming:

Brainstorming is a skill which can be improved through practice. The rules should be reviewed before each brainstorming session and posted on the blackboard or wall. Brainstorming can be done by the entire class or in small groups. (Groups of five or six are small enough so that no one need wait to offer his idea, yet large enough so that the variety of ideas is stimulating.) When the entire class brainstorms as a group, it may be necessary to have two or three recorders at the blackboards so that they can keep up with the fast-flowing ideas. (Brainstorming is no time for raised hands or other such formalities.) With small group brainstorming, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class, or, where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group pick the idea he likes the most from the group's list, and then have the selected list read to the entire class.

Warm-up Brainstorms:

Warm-up brainstorms should be on playful subjects to encourage and show acceptance of zany, far-out ideas. Warm-up brainstorms are designed to free the mind from practical considerations and to encourage flights of fancy. Here are some possible topics for warm-up brainstorms--

1. You have been stranded on a tropical desert island. Food and water are no problem as the island can provide these in plenty. You have only one artifact of civilization--an empty Coke bottle. Brainstorm uses for the Coke bottle. (Time limit: 5 minutes.)

2. Brainstorm ways to improve on the common bathtub. (Time limit: 5 minutes.)

3. Brainstorm ways to send love to someone far away. (Time limit: 7 minutes.)

4. Brainstorm new kitchen appliances. (Time limit: 7 minutes.)

Spectrum Analysis:

For each item on the brainstorm list, look first for the good, useful, or workable parts. The idea as a whole may be unworkable, but there may be a useful kernel which can be used to provide a new and creative solution. We are so conditioned to look for the flaws in an idea that the useful part is often overlooked and the wheat is thrown out with the chaff. Following this procedure, the list can be reduced to the three or four most promising items. These few can then be examined in further detail before a final decision is made. Brainstorming is a good method for finding alternative solutions for problems. For example, an individual can bring a problem for discussion to a small group, such as, "How can I get along better with my brother?" Then he spends one or

two minutes filling in the group on the background of the problem. The group then brainstorms solutions to his problem for a specific amount of time (usually no longer than ten minutes). The individual acts as recorder.

Another use for brainstorming can be to let the class as a whole brainstorm problems that young people their age might have. Then one problem is selected for discussion by the whole class, or the class may divide into groups, with each group choosing a problem from the list.

Sample alternative search questions:

1. Ways to spend spring vacation.
2. Ways to make Thanksgiving more meaningful.
3. Ways to increase your circle of friends.
4. Ways to save money.

Brainstorming to Teach Information:

Brainstorming can be used to interest students in a new topic for study. Brainstorming facts about a new topic gives an easy chance for students and the teacher to find out what the general store of knowledge in the class is, where particular points of interest are, and what, if any, misinformation exists about a subject. It also allows the students to think of each other as resources to each other. During the brainstorming period, all the rules should be in effect. This means that erroneous information is recorded along with the rest. The teacher may say something like the following: "Some people may disagree with some of the things that come up in the brainstorming. Even I may disagree. But we will first put down everything without determining whether it is right or wrong, and later, after we have finished the brainstorming, we can go back and circle the things that are in dispute. Then we can try to find out whether they are or aren't true." After the brainstorming, items can be verified by recourse to reference material or the teacher's wisdom. Those items which are hotly disputed might serve for further study.

Examples of brainstorming to teach information:

1. Causes of the Civil War.
2. Uses for plane geometry.
3. Electricity.
4. Capitals of the United States.
5. Reasons for studying French.
6. Macbeth's motives for murdering Duncan.

The teacher should avoid having this brainstorming turn into a "guess what the teacher is thinking of" game. This kind of brainstorming is most effective when it is open-ended, and when the teacher shows by his words and actions that he is open to all the pieces of information that are put forth, not just the ones that he has in mind.

D. COLLAGE-MAKING

A collage (kohl-ahzh) is an art form which is assembled from a variety of materials which are glued to a backing, usually a flat surface. The medium offers interesting opportunities to arrange colors and textures in patterns, and lends itself well to organizing a collection of pictures which deal with a common theme. It is especially valuable as a medium for students, permitting those who lack drawing skills to participate in solving design problems, and to experiment with ways to combine colors and textures.

In preparation for collage-making, begin by collecting a substantial number of magazines and catalogues which can be searched for pictures reflecting whatever theme is to be expressed in the assignment. Home furnishing magazines may be more useful for some projects while hobby catalogues or sports publications may be more appropriate at another time. Scissors, paste and construction paper to use as a background will also be necessary. After the students have scanned the magazines for the pictures they hope to use, suggest they experiment with several ways to arrange the cut-outs before they actually begin to paste.

It is not essential that every section of the background area be covered. Students may find that vacant areas add interest to their design, or may wish to use patches of solid colors to enhance the appeal of their collages. On the other hand, students should be encouraged to over-lap pictures where they want many items included in their design. The important thing is that the student feel the design is his own.

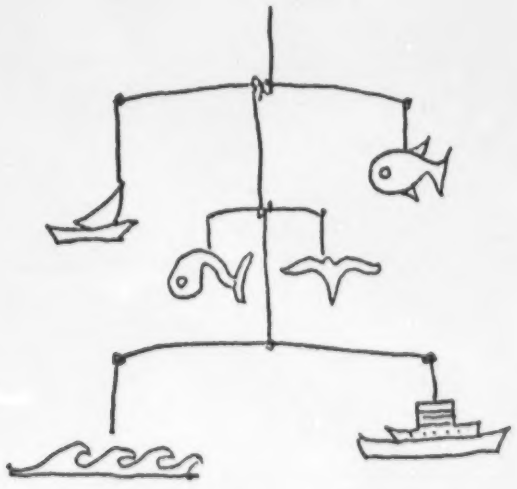
Preparing collages is a particularly good activity for encouraging teamwork. Some students can search for suitable pictures, some can cut out the portion of a picture so that it has an attractive and suitable shape, and some can experiment with the possible arrangements on the collage. Encourage students or teams to exchange pictures which will help each other and establish an atmosphere where students can admire each other's work. This can be an activity where students move around the room fairly freely, and therefore serves as a good break from a period of extended desk work.

Finally, making collages is an excellent way to learn that there is value in difference and non-conformity. Three students with identical pictures to arrange will choose three different patterns to design their collages--an ideal way to illustrate that different approaches to things can be equally "right." Since collage-making is an art form with few if any "artistic rules," it is useful in getting students to risk a try at artistic expression.

E. MAKING MOBILES

A mobile is a three-dimensional art form so constructed that a number of related objects, shapes or pictures are suspended to move freely in relation to each other and create a changing pattern or orientation between the parts. Scientists (and observant parents!) have long known that even tiny babies enjoy watching the movements of a mobile suspended where they can follow the changing patterns. Children find considerable pleasure in making these themselves. Following a few general rules will help you insure their success.

A mobile is in essence a combination of rigid or semi-rigid horizontals (piano wire, plastic straws, bamboo splints, etc.) and a vertical stringing system which may be thread, yarn or monofilament fishing line. Each horizontal piece should have at least two pictures or objects hung by thread from the ends of the arms. Loop thread under the arm and move the thread back and forth until you can mark the point where the objects are in balance. To do this, keep moving the thread by which you suspend the arm toward the heavier end until the arm hangs approximately horizontal. Tie one end of the thread to the arm at that point. Make other arms in a similar fashion and join them with sufficient spacing that they can swing freely without interfering with the motion of other parts of the mobile. As students become more sophisticated they can create mobiles which have sub-units, and where some of the arms are deliberately designed to swing from arms that balance on the diagonal.



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"Expectations Versus Realities"	Inc. Dept. "F"	I	B	7	17
"Becoming A Family"	52 Vanderbilt Avenue	I	C	6	20
"Differences Great And Small"	New York, New York 10017	I	D	12	30
"Talking It Over"					30
All of the above are from the film-strip series: Family Relation-ships					
"The IALAC Story" filmstrip	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	II	B	1	44
"Vulture" film-strip or book	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	II	B	3	45
"Understanding Emotions" film-strip series	Guidance Associates 757 Third Avenue New York, New York 10017	III	A	2	60
Argus Poster 821	Argus Communications	III	A	6	62
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"To Be Growing Older" film	Billy Budd Films 235 E. 57th Street New York, New York 10022	IV	B	7	85
"Prejudice" film	Avant: Films, Inc. 8271 Melrose Avenue Los Angeles, CA 90046	V	A	4	93
"Little Bigots" film	AIMS Instructional Media Center Post Office Box 100 Hollywood, CA 90028	V	A	5	93
"Belonging To A Group" filmstrip	Guidance Associates 757 Third Avenue New York, New York 10017	V	C	1	104
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"Truth And Consequences" filmstrip	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	VI	B	3	125
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